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ABSTRACT

In January 1982, the Wake County Board of Education adopted The Schools of Choice Programs. The stated objectives of the Programs were: (1) to improve facility utilization systemwide, (2) to establish a consistent organizational pattern of schools (K-5, 6-8, and 9-12) county-wide, (3) to racially balance student populations of schools, (4) to provide a more effective and economical transportation system, (5) to improve educational programs through expanded curricula, (6) to provide equity of educational opportunity, and (7) to provide for increased parental participation. This report is an evaluation of these objectives and of questionnaires evaluating the Programs sent to teachers, students, and parents. The objectives, program descriptions, student achievement, and attitudes toward the programs are discussed, and a summary is presented. (Data presented should be considered as a base for a longitudinal study.) (PN)

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EXECUTIVE SUMMARY

Schools of Choice Programs
Year End Evaluation
and
Progress Report
October 1983

Walter L. Marks, Superintendent

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WAKE COUNTY PUBLIC SCHOOL SYSTEM
TESTING, RESEARCH AND DEVELOPMENT

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We are grateful to the Members of the Magnet Evaluation Advisory Group for their dedication to this project and for the many hours spent toward developing a plan for evaluation of the Schools of Choice Programs and reviewing the evaluation.

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In January 1982, the Wake County Board of Education adopted The Schools of Choice Programs, Prior to this time the school system had been experiencing overcrowding in some schools and under-utilization of others; racial imbalance of student bodies; inequity of educational opportunity between schools. The absence of a long-range plan for student assignment and facility use was obvious. The adoption of The Schools of Choice Programs was an attempt to solve these problems. The stated objectives of the Programs were:

1. To improve facility utilization systemwide.
2. To establish a consistent organizational pattern of schools (K-5, 6-8, and 9-12) county-wide.
3. To racially balance student populations of schools.
4. To provide a more effective and economical transportation system.
5. To improve educational programs through expanded curricula.
6. To provide equity of educational opportunity.
7. To provide for increased parental participation.

The Schools of Choice Programs were implemented in September 1982. After one year of operation it would be presumptious to suggest that the data are conclusive as to whether or not these programs are successful. However, one can look at trends after one year and gain insight as to improvements to be made as the programs enter a second year. This should be considered a one-year progress report of a three-year study.

In an effort to obtain an evaluation of The Schools of Choice Programs and insure that data be reviewed by an uninterested party, an Advisory Committee was selected with representatives from the school system and experts in curriculum and research from the area universities. Technical assistance was secured from consultants having expertise in educational research, including the North Carolina Department of Public Instruction, Department of Research. The names of committee members can be found on preceeding pages. This advisory group developed a design for evaluation of The Schools of Choice Programs which is found in Appendix I of the evaluation document. Considerable discussion and deliberation led to the formulation of this evaluation plan.

The research design calls for the evaluation of the objectives of The Schools of Choice Programs which are listed on page one. Therefore, the data which have been gathered and analyses of these data are presented as measures of The Schools of Choice Programs objectives.

Limitations of This Study

The Advisory Committee suggested that evaluation of a program of this magnitude would probably take about three years and further that it should involve longitudinal assessment of the program over a three-year period. This was based on the assumption that the implementation year requires many changes and thus may not occur as smoothly as subsequent years. These occurances make interpretation of the data difficult. Since evaluation procedures were not decided upon until eight months after initial implementation of the programs, the design was limited to collection of data which was already available in some cases.

There was a desire to know how the consuming public—teachers, students, and parents evaluated the Schools of Choice Programs Questionnaires were developed and presented to these three groups. There was not sufficient time prior to the closing of the school year to field test these instruments. Since the entire population was surveyed, it was felt this data gave an accurate indication of evaluative responses of the consuming groups.

Some difficulty was experienced in matching test scores of students over a three-year period due to the varying formats of the research tapes and lack of sufficient identifying information. The result was a match of fewer scores than was optimal, but it appears this error was random and thus the test results may be interpreted with confidence.

OBJECTIVE I: To Improve Facility Utilization Systemwide. Over the past several years, the Wake County Public School System had experienced a gradual decline in the number of students enrolled in its schools. Total enrollment dropped from 55,649 in 1976 to 53,322 in 1982, based on the 20-day enrollment figures. Wake County, however, has grown in population, increasing from 229,006 in 1970 to 301,327 in 1980. Raleigh's population has increased from 122,830 to 150, 255 during the same period. Simultaneously, neighborhoods within the beltline have "aged-out." This means that a larger percentage of citizens with schoolage children moved into areas outside the beltline. This population shift in size and location has dramatically affected the use of school buildings. Existing housing patterns encouraged under-utilization of inner-city schools and overcrowding in the Northwest Raleigh-Wake County, Cary, and Apex areas. It was hoped that The Schools of Choice Programs established in under-utilized schools and offering unique programs would attract students from overcrowded ones.

After one year, what progress has been made toward this objective? The Wake County Board of Education established school capacity figures simultaneously with the adoption of The Schools of Choice Programs. In order to accomplish the goal of increased facility utilization, the school administration developed an assignment plan to be implemented over a two-year period, which included 28 magnet schools. Nine schools within the city area were targeted due to under-enrollment or racial imbalance of the student population. These schools were: Bugg, Conn, Hunter, Lacy, Poe, Powell, Root, (elementary),: and Martin, and Enloe (secondary).

The school system's plan to improve facility utilization was a two-phase plan. The nine targeted schools named above, were to be filled during the first year as parents chose The Schools of Choice Programs for their children. It was planned that during phase one some non-magnet schools would experience a decrease in enrollment and, in many cases, enrollment was anticipated to drop below capacity figures. The second phase would entail some assignment of students from schools which continued to be over-enrolled as well as to provide available space to accommodate anticipated future growth. The second phase was to be completed during 1983-84.

Table 1 shows a comparison of capacity to enrollment for the nine targeted schools for the two-year period 1981-82 and 1982-83.

Table 1

Capacity Versus Enrollment in Nine Targeted Schools

	ENROLLMENT TO CAPACITY RATIO	
SCHOOL	**1981 - 1982**	**1982 - 1983**
Bugg	73%	96%
Conn	73%	103%
Hunter	77%	89%
Lacy	76%	79%
Poe	71%	80%
Powell	72%	99%
Root	71%	100%
Martin	88%	104%
Enloe	75%	97%

The four schools below are treated under the reorganization objective but are also deserving of attention in this area.

	CAPACITY	ENROLLMENT 1982 - 1983	UTILIZATION PERCENT 1982 - 1983
Ligon/Crosby	1,100	1,124	98%
Underwood	400	416	104%
Washington	500	440	88%

Washington, Underwood and Crosby were sixth grade centers during 1981-82. Only Washington's and Crosby's enrollments were at capacity. Washington and Underwood were converted to K-5 Gifted and Talented Magnet schools featured in the draw from over-enrolled schools to the inner-city area. Crosby became a part of the Ligon Middle School Gifted and Talented campus to increase inner-city middle school capacity.

The objective was to be accomplished over a two-year period. Eight of the twelve schools treated under this objective reached 96% to 104% of their capacity the first year.

OBJECTIVE II: To Establish a Consistent Organizational Pattern of Schools (K-5, 6-8, and 9-12) County-Wide. Prior to the implementation of The Schools of Choice Programs, the Wake County Public School System organization pattern was inconsistent. Organizational patterns of the following were included: K-1, K-2, K-3, 4-5, K-5, K-6, sixth grade centers, 7-8, 6-8, 7-9, 9-12, 7-12, 10-12. The preferred organizational pattern adopted by the Wake County Board of Education was one based on a K-5, 6-8, 9-12 grouping of grade levels. This plan created middle schools and eliminated sixth grade centers.

With the implementation of The Schools of Choice Programs, an organizational change was made in the following middle schools: Carroll, Daniels, East Millbrook, Ligon, Martin, and West Millbrook. Due to space limitations, junior high schools were continued at North Garner, East Cary and West Cary. At the elementary level, an attempt was made to eliminate all sixth grade centers. Kingswood is the only sixth grade center which remains. Cary Elementary, Garner Elementary, Apex Elementary, Swift Creek, and Zebulon Elementary have sixth grade included in the organization. Knightdale-Lockhart, Baucom-Apex Elementary, Wendell-Carver, Lincoln Heights-Fuquay Elementary and Willow Springs continue to have an arrangement which houses grades K-5 in two schools. Six elementary schools experienced an organizational change effective for the 1982-83 school year: Crosby, Hunter, Millbrook Elementary, Underwood, Wake Forest Elementary, and Washington.

This objective has not been met completely, but considerable progress has been made toward a uniform school organization for Wake County Public Schools which is K-5, 6-8, 9-12. The aforementioned enrollment changes were facilitated by The Schools of Choice Programs.

OBJECTIVE III: To Racially Balance the Student Populations. Wake County Public School System's guidelines for racial balance stipulate that minority enrollment in any school fall between 15 percent and 45 percent of the total enrollment. Schools named below had minority enrollments outside of this range for 1981-82 or 1982-83. Nine schools had minority enrollments exceeding the 45% upper limit of the range and no school showed less than 15% minority enrollment during 1981-82. As can be seen from Table 2, The Schools of Choice Programs had a positive impact upon the racial balance of the schools.

Table 2

Schools Outside the Acceptable Racial Balance Range

1981-82			1982-83		
School	**Percent Minority**		**School**	**Percent Minority**	
	81-82	**82-83**		**81-82**	**82-83**
Enloe Sr.	49	42	Millbrook Sr.	18	14
Carnage Middle	46	47	Carnage Middle	46	47
Ligon Junior	51	39	West Millbrook	18	14
Bugg Elem.	58	57	Bugg Elem.	58	57
Conn Elem.	51	44	Fuller Elem.	54	53
Fuller Elem	54	53	**Longview	43	59
Phillips Elem.	99	63	**Phillips	99	63
Powell Elem.	48	38	*Poe	43	59
*Wiley Elem.	48	42	**Sherwood-Bates	42	48

*Poe and Wiley were made International Studies Magnets and by program design, a variety of non-majority groups were to be represented and assigned to these schools. Racial balance was not an issue.

**By design, these schools were not made magnet schools and therefore, racial balance and capacity were not addressed during 1982-83 in Schools of Choice Programs.

Progress has been made toward achieving racial balance in all the schools in Wake County, however, some additional changes or controls may need to be implemented during the 1983-84 school year.

OBJECTIVE IV: To Provide a More Effective and Economical Transportation System. Wake County Public Schools is in the unique position in the State of transporting 40,000 students over 860 square miles. Prior to the 1982-83 school year, each senior high school served as a transportation center for their feeder schools or a group of elementary schools assigned to them. This allowed for more local control, but almost eliminated the possibility of maximizing bus utilization and effectiveness of operation.

With the coming of the 1982-83 school year, the transportation needs of The Schools of Choice Programs were added to an already complicated system. Students desiring admission to a particular magnet program were provided transportation if he/she were admitted to the program. It was hoped that through the use of a computerized transportation system maximum use of equipment and manpower could be achieved.

With the implementation of a computerized system for transportation management, the number of regular buses was reduced from 598 in 1981-82 to 596 in 1982-83. The number of students transported daily rose, however, to slightly over 40,000 from 35,000 and this increase was accommodated by the new system.

The following facts must be considered in the evaluation of this objective:

1. The number of miles traveled by buses increased 1,483,224 miles from 1981-82 to 1982-83.
2. The number of gallons of gasoline used increased 234,437 gallons over gallons used during 1981-82.
3. The number of buses used decreased by two.
4. The average cost per pupil per mile decreased from .014 to .012.
5. The average cost of transportation per student rose $3.97 (from $147.33 to $151.30) or 2.6%.
6. The increase in the number of students transported daily was in excess of 5,000 students.

The data suggest that computerized management of the transportation system has led to a feasible, effective system of busing. More students are being transported more miles than previously. The cost of transportation has increased. This objective was partially met. It appears that the transportation system is more efficient and perhaps cost effective but with more miles traveled, is more expensive.

PROGRAM DESCRIPTION

OBJECTIVE V: To Improve Educational Programs Through Expanded Curricula. Alternative programming was offered in 28 magnet schools. Seventeen schools were designated as Gifted and Talented Magnets. This included two middle schools and one senior high. Two were International Studies Schools; five were Classical Studies Schools and five schools offered Extended Day Programs. Fuller offered both the Extended Day and Gifted and Talented option.

The Gifted and Talented alternative offered an expanded curriculum through elective courses. Electives in visual and performing arts, computer technology, science, foreign language and basics were options for elementary students. Each school surveyed its student body to determine which elective courses were of interest. Course offerings were based on student/parent interest and availability of competent instructional personnel.

Gifted and Talented Magnet programming was facilitated during an eight-period day with each period approximately 45 minutes in length. All elementary students receive instruction in four basic areas: reading and language arts, math, social studies, science and health. Basics are taught for four periods each day. In grades kindergarten through two, Monday through Thursday, two periods are set aside for electives. In grades three through five, three periods, four days each week, are available for electives. Friday afternoon is dubbed I.D.E.A.L. Day! This time is set aside for field trips, clubs, special projects and other elective activities. Gifted and Talented selected courses are available for those students having exceptional talents. Provision is made through electives for participation in Gifted and Talented selected courses.

At the middle school level, approximately four teachers instruct students in the basic areas of reading/language arts, math, social studies, and science/health during the eight-period day. Three periods are available to students for electives and/or GT selected courses. Elective classes may meet five days per week, or only two, or three days per week. Electives include a majority of offerings in academics, foreign languages, visual and performing arts, science, physical education, computer technology as well as other areas.

Enloe High School was designated as a Magnet High School. A wide range of accelerated and elective courses were offered. An eight-period day permitted flexible scheduling to include double periods for some laboratory courses or enrollment in a wider variety of courses: Radio, TV production, visual arts, music, drama, computer technology, advanced foreign languages, along with a variety of electives challenged Enloe students.

Classical Studies programming was offered at three elementary schools and two middle schools. This program emphasized reading, writing, speaking, science and character development. Scheduling occurred during an eight-period day or through a modified self-contained classroom setting with a double period for language arts/reading. A specific time each day was devoted to character education. Students read the classics or have them read to them. Although classes in this program are more structured than in the Gifted and Talented and International Studies Programs, some electives are offered at the middle school level.

Numerous foreign languages are offered in the International Studies Magnet including: French, Spanish, German, Chinese, and Japanese. Eight periods each day provide time for electives similar to the previously described Gifted and Talented Program. Friday is International Day, when half the day is devoted to basics and the other half to activities which emphasize cultural understandings. Opportunities are also available in this program to learn computer technology and obtain instruction in the basics. The Gifted and Talented Middle School program is designed as a continuation of the elementary International Studies Program.

Extended Day Programs were established to provide quality care for children of working parents both before and after school. Parents are charged a fee for this service. Students are involved in a program after school until 6:00 p.m. which includes learning activities. Examples of these activities are physical education, clubs, scouts, carpentry/woodworking, art, cooking, piano, and tutorial studies. Parents of the extended day students furnish transportation for their children since they do not come to school at the regular time.

ACHIEVEMENT

As the curricula in The Schools of Choice Programs have been expanded, many observers have become concerned that students in these programs receive adequate time and instruction in basic courses. One method of evaluating achievement is through the use of standardized achievement tests. Several statements can be made about the test scores of **all** Wake County students:

1. Achievement in reading, language and math (as measured by the California Achievement Test) in Wake County is considerably above average or norm for the test.

2. Over the past three-year period, achievement scores have continued to increase in grades 3, 4, and 5.
3. Achievement scores fluctuate at the middle grades (6, 7, 8).
4. At all grade levels, achievement in math is slightly higher than in reading.
5. The question has been raised as to whether or not transfer out of a school to a magnet program resulted in a decrease in school-wide performance (of the sending school) from 1981-82 to 1982-83. If one follows a group of students longitudinally, their does not appear to be a consistent correlation between test scores and percentage of students who transferred out of non-magnet schools.

Achievement test scores for individual students currently enrolled in magnet programs were collected for 1981-82 and 1982-83. At grades 5 and 8, three years of scores were available, thus enabling the matching of scores over a three-year period at these grade levels. Wake County Public Schools administers the California Achievement Test, Form C, Levels 13C - 18C in grades 3 - 9. The procedure used in this study followed the same group of students regardless of previous school assignment. Magnet students' scores were matched for either two or three years. Mean scores were determined for each grade level by program type. Additionally, data were analyzed by obtaining a mean score for each quartile. The data were identified as scores for "draw" students and scores for base students. Comparisons between these two groups were obtained as mean scores for each grade level by program type. The following statements can be made regarding the achievement, as measured by a standardized test, of students enrolled in The Schools of Choice Programs:

1. Overall, achievement of magnet school students has not changed significantly. Some losses are observed but scores are consistently above average.
2. Test scores in reading, language and math seem to drop consistently from third grade to fourth grade whether or not the child is in a magnet program.
3. It is noteworthy that in reading and language, GT students appear to have experienced a loss from grade 3 to 4, which was before implementation of the new program, and began to regain this loss from grade 4 to 5 which was during the year of implementation.
4. Of concern, are losses in the area of math in Elementary GT and Elementary Classical Studies Programs.
5. There are not consistent differences in achievement as to type of magnet program; however, a few trends may be emerging:

   a. Students in the International Studies Program seemed to consistently experience gains in reading, language, and math. A caution here is that the numbers are small but are probably sufficient to be reliable.
   b. Performance of students in Extended Day Programs is somewhat stable with increases in all areas.
   c. Elementary Classical Studies students' scores in reading increased while their math scores .decreased.

6. Students in the fourth quartile (75 percentile to 99 percentile) generally showed an improvement in test scores or maintained the status quo. Mean scores for quartiles one, two and three varied. In some cases there were slight gains; in others, losses. A larger number of gains are seen in reading and language and a larger number of losses in math. Students in the International Studies Program showed gains in all but a few areas in all quartiles; all consistently improved in reading and language arts.
7. Generally, the mean scores for draw students are higher than for their base counterparts except in the Extended Day and Middle Classical Studies Programs where the gap is not as wide.
8. In order to obtain baseline data in the areas of science and social studies, the

Comprehensive Tests of Basic Skills, Science and Social Studies Subtests, were administered to all fourth and fifth grade students in the Wake County Public Schools in May 1983. Mean scores were calculated for students at each grade level by program type. The following observations were made regarding the performance of students in science and social studies in the various programs:

a. Science and social studies scores are generally above the national average as is true for math, language and reading achievement of students in Wake County.
b. The mean score in social studies for students enrolled in the Classical Studies Program at both grades 4 and 5 are above scores in other magnet programs, in the non-magnet schools and above the county-wide mean. This result was more pronounced in grade 5.
c. There is a difference in the science achievement of fourth grade students enrolled in the magnet programs and the regular program. The mean score of students in the non-magnet schools is higher.
d. Science achievement of fifth grade students in the Classical Studies Magnets, Gifted and Talented Magnets, and the non-magnet schools is higher than those of the International Studies Magnets and Extended Day Magnets. Fifth grade students in the Gifted and Talented Schools scored higher.

9. Foreign language proficiency was assessed in four schools: Washington, Wendell, Underwood: G.T. Magnets; and Wiley — International Studies Magnet, as a pilot study. Students in these schools, who had been enrolled in a foreign language elective for the entire year, were tested individually using the Foreign Service Institute Test to obtain a rating of proficiency.

The purpose of this pilot study was to determine if achievement in oral foreign language could be measured and to determine problems involved in assessment of this nature. After one year of a foreign language elective, approximately 70% of the students earned a rating indicating that they are able to use common expressions and perform in a limited manner within very predictable settings using learned phrases in the foreign language. Fifteen percent of those tested were judged to know practically none of the second language. Conversely, approximately 15% were functioning at a level indicating they knew isolated words and phrases or have achieved elementary proficiency. The grade in which the student was enrolled did not seem to be a big issue so far as achievement was concerned. Based on comments made by parents on the parent survey, some parents have an unrealistic notion as to objectives of a foreign language program in the elementary school. This is an area to be addressed.

ATTITUDES TOWARD THE SCHOOLS OF CHOICE PROGRAMS

How do the consumers of The Schools of Choice Programs — teachers, parents, students — evaluate the programs? This question was answered through focus group interviews and the collection of survey data.

Research Procedures

The data for the attitude assessment were drawn from surveys of parents, students, and teachers, and from focused group interviews with parents and students. All parents, teachers, and students (grades 3 - 12) in the magnet schools were sent questionnaires that asked them to respond to a series of items about their overall assessment of the program, opinions about special issues and a series of demographic questions. The parent and student surveys were direct, simple statements asking for a "yes" or "no" response to most items. The teacher survey was obtained through use of an instrument which provided a choice of five responses. Information from these questionnaires was summarized by computer and analyzed by Dr. George Noblit. Responses were compiled by magnet program type and student responses were categorized as base or draw. Groups of parents and students from each type of magnet program were invited to a focused group interview to elicit their perspectives. Ten were invited to each hour and a half interview. The structured interviews found in Appendix II of the evaluation document were used with all groups.

Findings

The results of the interviews and surveys reveal a consistently positive perception of The Schools of Choice Programs' success in offering an attractive academic program. Parents, students and teachers all agreed that they would choose to participate in The Schools of Choice Programs again. All three groups perceived students enjoyed school this year, and that early implementation problems were successfully overcome.

The interviews and surveys sought information on three major issues. First, information was sought on the adequacy of basic instruction. While most parents and students perceive the basics are adequately covered, a majority of teachers perceive that class time and materials are inadequate for the basics. Second, data was sought on electives. There is a positive perception toward the electives although scheduling of desirable electives was seen as an issue by some of each of the groups. Third, data was sought on bus transportation. In general, there is agreement by a majority of parents and students that bus transportation is adequate, even given some concerns with length of ride and overcrowding on some buses.

The findings from survey and interview data indicate a generally positive assessment of the various magnet programs. The interpretation of the data summarized below indicates departures of programs from the generally positive pattern.

Senior High Gifted and Talented Program

Enloe students, parents and teachers were generally quite positive of the magnet program. Students expressed concern over the six minutes allowed between classes, but others wanted longer class periods. Parents expressed both concern over basics and also general satisfaction with delivery. Teachers expressed disagreement that students choose a balanced schedule. They also expressed some concern that basics were adequately covered. But as a group, they were supportive of the magnet program and believed instruction to be adequately provided. As one student at Enloe stated, "The Program was excellent, I didn't expect so much."

Elementary Gifted and Talented Program

Parents, students, and teachers were positive about the program and most parents would repeat the experience. Most parents, however, considered the equity approach to be desirable. Some parents expressed concern with schedules, electives, and the bus ride. Students were very positive about the magnet program, although the bus ride remains an object of concern.

Middle Gifted and Talented Program

The findings from students, parents and teachers were positive but conditioned by several concerns. Students were more vocal in their complaints about the school especially regarding bus transportation. Draw students tended to be more positive about the program than base. Parents were highly positive but base less so than draw. Parents did express concern with implementation, elective offerings, and coordination with the high school programs. Teachers in the middle gifted and talented program were among the least enthusiastic supporters of the program. Their concerns tended to center on issues of planning time and preparation, curriculum and coverage of basics, and adequacy of materials for electives.

Elementary Classical Program

Overall, the interpretation of survey and interview data reveal a very positive perception by students, parents and teachers. Teachers appear to like being in the program. This positive attitude is shared by the students and parents. In the interview, parents expressed few dislikes. Among students, a primary complaint was the length of the bus ride, but most were enthusiastic about the program in the interview and positive in the survey.

Middle Classical Program

Like their middle gifted and talented counterparts, middle classical students, teachers, and parents exhibit conditional support of the program. Parents were quite positive about the schools especially the structure and emphasis on basics. They expressed some concern over elective offerings. Most parents said they would select this school again if they had the opportunity. Middle classical teachers were the least positive about the magnet program among teacher groups. They expressed less satisfaction with materials and coverage of basics, the adequacy of existing curriculum, and students' schedules and behavior. Students were less positive about the middle classical program than other magnet student groups. They expressed concern about the strictness of rules, class length, time between classes, course offerings and schedules. As summarized by one student: "School was different. I learned more in language arts." Another student said of classes, "Some were fun. Some weren't."

International Elementary Program

As a group, the students were positive about the program, but like elementary students generally, were less positive about the bus ride. Parents expressed particular concern over the distance of bus transportation and general facilities, but this group of parents were generally positive about the program, instruction, schedule and electives. These parents were among the least satisfied with their child's progress. Nine out of ten parents would, however, repeat the experience. Teachers were generally positive about the program, but expressed some concern regarding class time and coverage for the basics.

Extended Day Program

This program is designed to provide extended activities for children of working parents. Parents like the program and concept very much. Parents from draw areas were more positive than parents in base areas. Many of the "base" parents do not see this program as a magnet. Students report generally liking the program offered, but would not choose to be in the program. As one student indicated, "I have to be in it." Extended Day teachers were among the least enthusiastic of teacher groups perhaps because the magnet program is not part of the regular curriculum, however, no significant dislikes about the program were expressed. In general, parents — and to less extent, teachers and students — favor the program and are satisfied with its delivery.

Summary of Expanded Curricula Objective

Expanded curricula were offered in 28 magnet schools. One year after implementation, the data do not support the notion that achievement in the magnet schools is drastically different from that in the non-magnets. Most parents, teachers and students responded positively concerning all the magnet programs. Less support was evident at the middle school level. A majority of parents, teachers, and students said they would choose the same magnet program again if that were an option.

OBJECTIVE VI: To Provide Equity of Educational Opportunity. One of the major purposes of The Schools of Choice Programs was to increase facility usage and achieve racial balance in particular schools. These schools, for the most part, were located within the beltline. As previously described, the curriculum at the elementary gifted and talented magnets was expanded to provide offerings in an array of content and special interest areas. The structure of the elementary school was modified to accommodate elective courses. Parental desire for these classes led to the school administration placing the elementary gifted and talented programs in schools accessible to students living in all areas of the county. Gifted and Talented Magnet Programs were established in eight schools outside the beltline — Apex Elementary, Baucom, Carver, Fuquay Elementary, Lincoln Heights, Wendell, Wake Forest Elementary, and Zebulon Elementary. Since the rationale for placing the program at these schools was one of equal educational opportunity, these became known as "equity" programs.

Equity programs did not have "draw" students assigned to them. This was the major difference between the magnet schools inside the beltline and those outside the beltline. In all other aspects — personnel, program, funding — the equity programs were comparable to other gifted and talented programs. The elective scheduling is the same in all gifted and talented magnets, but the actual electives provided varied from school to school depending upon the interests and requests of students and their parents. Personnel were assigned and materials and equipment were provided to a particular school based upon the students' and parents' requests for electives. Personnel, materials and equipment needs differed slightly in all gifted and talented magnets. This was true regardless of location — inside or outside the beltline. Slight differences in courses and the accompanying support was also evident, but there was no apparent difference due to equity.

Personnel and materials were provided sufficiently to implement The Schools of Choice Programs. An opportunity for similar (equitable) educational programs was offered for students to all parents in Wake County and this objective was met.

OBJECTIVE VII: To Provide for Increased Parental Participation. Each magnet school held one or more parent orientation meetings for the purpose of familiarizing parents with the magnet concept. At these meetings, the concept of electives was explained. In the Gifted and Talented and International Studies Magnets, the scheduling process necessitated the involvement of the parents. Parents assisted the child in course selection and signed the schedule before it became final. Thus, parents of students in the above magnet programs were more personally involved in their child's scheduling than had previously been the case.

Other areas of parent participation in all schools are PTA membership and activities sponsored by parents and parent volunteers. Whether or not a school had a magnet program did not seem to affect parent participation in these categories. Data of this type gpt 1981-82 was not available and therefore, no comparisons can be drawn.

It appears that this objective was accomplished, but through involvement with selection of a class schedule twice per year and not through participation in general parent activities.

SUMMARY

What progress has been made toward meeting the objectives of the Schools of Choice Programs?

Facility utilization ranged from 96% to 104% in eight of the twelve schools targeted for improvement in the ratio of capacity to enrollment. This completed part one of a two phase plan. Organizational patterns were changed in six middle schools, six elementary schools and four senior high schools to bring a consistent pattern of organization of K-5, 6-8, 9-12 to schools in Wake County. Only three junior highs, one sixth grade center and two senior highs continue to have organizational patterns other than the preferred organization adopted by the Wake County Board of Education.

Racial balance was accomplished in five of the nine schools out of balance during the 1981-82 school year. Some improvement was made toward obtaining racial balance in three others.

A computerized system of transportation management has been installed. The average cost of transportation increased $3.97 per student and more than 5,000 additional students were transported. The computerized system provided transportation to the Schools of Choice Programs but the cost has risen.

Alternative programming was offered in 28 magnet schools. Parents and students demonstrated a high degree of interest in the Gifted and Talented, International Studies, Classical Studies and Extended Day Magnet schools. Gifted and Talented programs were offered in eight schools outside the beltline to provide equity of educational opportunity.

Some concern was expressed by parents, teachers and students regarding the length of classes, number of elective offerings and bus transportation, but in general these three groups were supportive of the magnet programs. The scheduling process in the magnet schools necessitated that parents become more involved.

Monies for implementation of the Schools of Choice Programs came from three sources: local funds, state funds, and grants and gifts from federal, state and private sources. Several attempts have been made to determine the amount of funds which were spent to implement the Schools of Choice Programs. A separate accounting for implementation cost was not maintained. Per pupil allotments to schools are based on the number of students enrolled in a school and were the same for magnet and non-magnet schools.

The Division of Maintenance and Operations was able to identify the following projects and accompanying costs as directly related to implementation of the magnet programs:

PROGRAM	NO. OF PROJECTS	ESTIMATED COST
Dance	14	$ 64,713
Audio/Video-Media	6	25,421
Extended Day - Lockers	3	2,100
Art	1	3,876
Science	3	13,003
Drama	3	4,362
TOTAL		**$113,475**

As stated above, grants represented a third source of funds for magnet school expenditures. There were nine sources of revenue from which support was given to the development/implementation of the magnet school programs providing a total of $773,899.40 as follows:

Basic Skills Program	$ 10,330.00
Bilingual Education	20,878.00
Computeronics	8,359.00
Creative Learning through Arts and Social Studies	22,498.00
Digital Equipment Corporation	140,000.00
ECIA Chapter I (Educationally Disadvantaged)	58,874.40
ECIA Competitive Grant	108,000.00
Education Consolidation and Improvement Act	382,716.00
The Transitional Program for Refugee Children	22,244.00
TOTAL GRANTS	**$773,899.40**

The implementation of the Schools of Choice Programs necessitated additional personnel in some schools. Generally, these were home-school coordinators and persons to teach foreign language. Monies in the amount of $323,825 were provided from grants listed above to support these additional positions.

Data presented here should be considered as a base for a longitudinal study. Through a study over time the effects of permanent change become evident.

AN EVALUATION OF THE
SCHOOLS OF CHOICE PROGRAMS

PROGRESS REPORT

October 1983

Dr. Walter L. Marks
Superintendent

WAKE COUNTY PUBLIC SCHOOL SYSTEM
TESTING, RESEARCH AND DEVELOPMENT

Editors

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We are grateful to the Members of the Magnet Evaluation Advisory Group for their dedication to this project and for the many hours spent toward developing a plan for evaluation of the Schools of Choice Programs and reviewing the evaluation.

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SCHOOLS OF CHOICE PROGRAM
YEAR END EVALUATION
AND PROGRESS REPORT

October 1983

In January 1982, the Wake County Board of Education adopted the Schools of Choice Program. Prior to this time the school system had been experiencing overcrowding in some schools and under-utilization of others; racial imbalance of student bodies; inequity of educational opportunity between schools. The absence of a long-range plan for student assignment and facility use was obvious. The adoption of The Schools of Choice Programs was an attempt to solve these problems. The stated objectives of the Programs were:

1. To improve facility utilization systemwide.
2. To establish a consistent organizational pattern of schools (K-5, 6-8, and 9-12) county-wide.
3. To racially balance student populations of schools.
4. To provide a more effective and economical transportation system.
5. To improve educational programs through expanded curricula.
6. To provide equity of educational opportunity.
7. To provide for increased parental participation.

The Schools of Choice Programs were implemented in September 1982. After one year of operation it would be presumptious to suggest that the data are conclusive as to whether or not these programs are successful. However, one can look at trends after one year and gain insight as to improvements to be made as the programs enter a second year. This should be considered a one-year progress report of a three-year study.

Several options for obtaining an evaluation of The Schools of Choice Program were considered by the administration. The evaluation could have been conducted internally or externally. An evaluation by an agency outside of the school system would provide a disinterested perspective. Time and money were issues. No funds had been budgeted to finance this evaluation. The Wake Board of Education was interested in having an evaluation by the summer of 1983. External evaluators indicated that due to the massive amount of data to be collected and their schedules, it would be impossibe to begin data collection in May and present an evaluation in late summer. Most felt that a longitudinal study would yield more reliable information.

In an effort to obtain an evaluation of The Schools of Choice Program and insure that data be reviewed in an unbiased fashion, an Advisory Committee was selected with representatives from the school system and experts in curriculum and research from the area universities as well as the North Carolina Department of Public Instruction, Department of Research. The names of committee members appears on the preceeding pages. This advisory group developed a plan for evaluation of The Schools of Choice Programs which is found in Appendix I. Considerable discussion and deliberation led to the formulation of this evaluation plan. It was considered the most responsible approach to conducting an evaluation, given the constraints of time and effort, needed to conduct an evaluation of a program of this scope.

Limitations of this Study

The Advisory Committee suggested that evaluation of a program of this magnitude would probably take about three years and further that it should involve longitudinal assessment of the program over at least a three-year period of time. This was based on the assumption that the implementation year requires many changes and thus the program may not operate as smoothly as in subsequent years and a change is truly a change only when it stands the test of time. These occurrences make interpretation of the data difficult. Since evaluation procedures were not decided upon until eight months after initial implementation of the programs, the design was limited to collection and analysis of data which were already available.

Evaluation of Objectives

The research design developed by the Advisory Committee called for the evaluation of the School Board's objectives of The Schools of Choice Programs which are listed on page one. Therefore, the data which have been gathered and the analyses of these data will be presented as measures of The Schools of Choice Program objectives.

Objective I: To Improve Facility Utilization Systemwide. Over the past several years the Wake County School System had experienced a gradual decline in the number of students enrolled in its schools. Total enrollment dropped from 55,649 in 1976 to 53,322 in 1982, based on the 20-day enrollment figures. Presently, the largest classes are found at the middle and senior high school levels, foretelling the coming of smaller enrollments at these levels in a few years as the elementary students move up.

Wake County, however, has grown in population, increasing from 229,006 in 1970 to 301,327 in 1980. Raleigh's population also has increased, from 122,830 to 150,255 during the same period. The population increase has been the result of migration from other areas of the Research Triangle Park and surrounding areas. Numerous new housing developments can be found in the northern, western, and northwestern parts of the county. Simultaneously, neighborhoods within the beltline have "aged-out." This means that a larger percentage of citizens with school-age children moved into areas outside the beltline. This population shift in size and location has dramatically affected the use of school buildings. Existing housing patterns encouraged under-utilization of inner-city schools and overcrowding in the northwest Raleigh - Wake County, Cary and Apex areas. It was hoped that The Schools of Choice Programs established in under-utilized schools and offering unique programs would attract students from overcrowded ones.

After one year, what progress has been made toward this objective?

The Wake County Board of Education established school capacity figures simultaneously with the adoption of The Schools of Choice Program. Capacity figures for all schools are shown in Table I for 1981-82 and 1982-83. Age and condition of the building, plant layout, grade level, and whether or not programs are housed there that demand additional space were considerations other than square footage in the determination of capacity for the schools. Thus Table I indicates the percentage capacity based on the above capacity determination which was then compared to enrollments for 1981-82 and 1982-83.

In order to accomplish the goal of increased facility utilization, the school administration developed an assignment plan which included 28 magnet schools to be implemented over a two-year period. Nine schools within the city area were targeted due to under-enrollment or racial imbalance of the student population. These schools were: Bugg, Conn, Hunter, Lacy, Poe, Powell, Root (elementary); Martin and Enloe (secondary).

Nineteen other schools were designated to house Schools of Choice programs to meet other objectives. Racial imbalance was evident at Ligon, Fuller and Wiley (falling outside the 15 to 45 percent minority range). Washington and Underwood were converted to a K-5 organization from sixth grade centers. Crosby and Ligon were combined to form a middle school. All other Gifted and Talented, International Studies, and Classical Studies programs were located strategically in order to make magnet programming accessible to students in all areas of the county. This included programs outside the beltline such as Fuquay Elementary, Wake Forest Elementary, Apex Elementary, Baucom, Carver, Lincoln Heights, Wendell Elementary and Zebulon Elementary. Middle school Classical Studies programs were established at Carroll and Carnage to provide a continuum of Classical Studies programming. Additionally, the Extended Day programs were scattered throughout the city and placed in locations which would be convenient for working parents. They were located at Combs, Olds, Phillips, Fuller and Joyner.

The school system's plan to improve facility utilization was a two phased plan. The ten targeted schools named above, were to be filled during the first year as parents chose The Schools of Choice programs for their children. It was planned that during phase one some non-magnet schools would experience a decrease in enrollment and in many cases enrollment was anticipated to drop below capacity figures. The second phase would entail some assignment of students from schools which continued to be over-enrolled as well as to leave available space to accommodate anticipated future growth. The second phase was to be completed during 1983-84.

HIGH SCHOOL ORGANIZATION

AND FACILITY USAGE 1981-82; 1982-83

TABLE 1

SCHOOL	ORGANIZATION		CAPACITY		20-DAY ENROLLMENT		ENROLLMENT TO CAPACITY RATIO		MINORITY ENROLLMENT		COMMENTS
	1981-82	1982-83	1981-82	1982-83	1981-82	1982-83	1981-82	1982-83	1981-82	1982-83	
Apex	9-12	9-12	830	830	1,048	1,111	126%	134%	16.7	16	
Athens Drive	*10-12	9-12	1,530	1,530	1,199	1,547	78%	101%	34.5	40	Ninth grade added 1982-83
Broughton	*10-12	9-12	1,660	1,660	1,413	1,729	85%	104%	31.5	34	Ninth grade added 1982-83
Cary	10-12	10-12	1,400	1,400	1,395	1,343	100%	96%	23.7	21	
East Wake	9-12	9-12	900	900	952	935	106%	104%	32.1	33	
+Enloe	9-12	9-12	2,000	2,000	1,495	1,931	75%	97%	49.4	42	Senior high G.T. Magnet
Fuquay	9-12	9-12	830	830	773	740	93%	89%	35.3	32	
Garner	10-12	10-12	1,270	1,270	1,295	1,262	102%	99%	25.1	23	
Millbrook	*10-12	9-12	1,450	1,640	1,352	1,709	93%	104%	17.5	14	Organization change to 9-12
Sanderson	*10-12	9-12	1,560	1,850	1,575	2,057	101%	111%	25.5	23	Ninth grade added 1982-83
Wake Forest	9-12	9-12	900	900	810	779	90%	87%	35.5	33	
Zebulon	7-12	7-12	900	900	623	614	69%	68%	44.8	40	

+ Schools of Choice Program
* Organizational Changes 1982-83

JUNIOR HIGH/MIDDLE SCHOOL ORGANIZATION

AND FACILITY USAGE 1981-82; 1982-83

TABLE 1

SCHOOL	ORGANIZATION		CAPACITY		20-DAY ENROLLMENT		ENROLLMENT TO CAPACITY RATIO		MINORITY ENROLLMENT		COMMENTS
	1981-82	1982-83	1981-82	1982-83	1981-82	1982-83	1981-82	1982-83	1981-82	1982-83	
Apex Middle	*6-8	7-8	800	800	909	647	114%	81%	17.5	17	Sixth grade moved to elementary in 1982-83 during renovation
+Carnage Middle	6-8	6-8	850	850	837	772	98%	91%	46.3	47	
+Carroll Middle	*7-9	6-8	975	975	1,043	1,045	107%	107%	26.5	25	Organization changed to 6-8
Daniels Middle	*7-9	6-8	975	975	939	909	96%	93%	26.6	28	Organization changed to 6-8
East Cary Junior	7-9	7-9	975	975	1,036	1,027	106%	105%	23.9	23	
East Garner Junior	6-7	6-7	950	950	898	683	95%	93%	21.5	27	
East Millbrook Jr.	*7-9	6-8	975	975	1,127	1,200	116%	123%	24.5	28	Organization changed to 6-8
Fuquay Middle	6-8	6-8	675	675	598	611	89%	91%	29.9	28	
+Ligon Middle	*7-9	6-8	850	1,100	800	1,124	94%	98%	51.3	39	Organization changed to 6-8
+Martin Middle	*6-9	6-8	900	950	790	991	88%	104%	26.2	32	Capacity adjustment for GT Magnet
North Garner Jr.	8-9	8-9	1,080	1,080	985	1,010	91%	94%	26	25	
Wake Forest Middle	6-8	6-8	900	900	676	606	75%	67%	30.5	31	
West Cary Junior	7-9	7-9	700	700	660	665	94%	95%	24.3	23	
West Millbrook Middle	*7-9	6-8	975	975	1,195	1,219	123%	125%	17.8	14	
Whitley Middle	6-8	6-8	975	975	883	902	91%	93%	30.4	31	

+ Schools of Choice Program
*** Organizational Changes 1982-83**

ELEMENTARY SCHOOL ORGANIZATION
AND FACILITY USAGE 1981-82; 1982-83

TABLE 1

SCHOOL	ORGANIZATION		CAPACITY		20-DAY ENROLLMENT		ENROLLMENT TO CAPACITY RATIO		MINORITY ENROLLMENT		COMMENTS
	1981-82	1982-83	1981-82	1982-83	1981-82	1982-83	1981-82	1982-83	1981-82	1982-83	
Adams	K-5	K-5	600	600	620	573	103%	96%	25.7	24	
+ Apex	4-6	4-6	550	625	419	615	76%	98%	25.8	23	
Aversboro	K-5	K-5	400	400	509	479	127%	120%	29	27	
+ Baucom	K-3	K-3	550	500	468	511	85%	102%	31.3	30	G.T. Magnet 1982-83
Brentwood	K-5	K-5	650	650	546	520	84%	80%	27.5	35	
Briarcliff	K-5	K-5	550	550	628	625	114%	114%	23.1	19	
Brooks	K-5	K-5	600	600	548	482	91%	80%	28.6	36	
+ Bugg	K-5	K-5	425	425	312	407	73%	96%	57.8	57	Classical Magnet 1982-83
Cary	K-6	K-6	1,000	1,000	935	900	94%	90%	19.6	21	
+ Combs	K-5	K-5	525	525	375	374	71%	71%	32.7	32	Extended Day Magnet 1982-83
+ Conn	K-5	K-5	475	400	346	412	73%	103%	51.6	44	G.T. Magnet 1982-83; reduced by 75
Crosby (Ligon)	*6	6-8	370								Became part of Ligon 6-8, 1982-83
Douglas	K-5	K-5	550	550	507	368	92%	67%	34.9	43	
Farmington Woods	K-5	K-5	625	625	668	653	107%	105%	17.4	21	
+ Fuller	K-5	K-5	325	325	347	318	107%	98%	53.7	53	Extended Day & G.T. Magnet 1982-83
+ Fuquay	4-5	4-5	550	500	381	358	69%	72%	34.1	31	G.T. Magnet; Capacity reduced 50 in 1982-83
Garner	K-6	K-6	1,100	1,100	912	894	83%	81%	35	36	

+ Schools of Choice Program
* Organizational Changes 1982-83

ELEMENTARY SCHOOL ORGANIZATION AND FACILITY USAGE 1981-82; 1982-83

TABLE I

SCHOOL	ORGANIZATION		CAPACITY		20-DAY ENROLLMENT		ENROLLMENT TO CAPACITY RATIO		MINORITY ENROLLMENT		COMMENTS
	1981-82	1982-83	1981-82	1982-83	1981-82	1982-83	1981-82	1982-83	1981-82	1982-83	
Green	K-5	K-5	500	500	512	421	102%	84%	23	33	
+ Hunter	*K-6	K-5	600	500	463	447	77%	89%	35	42	G.T. Magnet; Capacity reduced 100 in 1982-83
Jeffreys Grove	K-5	K-5	550	550	1,136	564	207%	103%	15.3	20	
+ Joyner	K-5	K-5	450	450	327	345	73%	77%	38.1	39	Extended Day Magnet 1982-83
Kingswood	6	6	350	350	334	311	95%	89%	20.1	24	
Knightdale	K-2	K-2	350	600	442	422	126%	70%	25.7	25	New school building 1982-83
+ Lacy	K-5	K-5	525	525	400	415	76%	79%	38.3	40	Classical Magnet 1982-83
+ Lincoln Heights	K-3	K-3	600	550	498	473	83%	86%	36.3	37	G.T. Magnet; Capacity reduced by 50 in 1982-83
Lockhart	3-5	3-5	520	520	514	442	99%	85%	26	26	
Longview	K-5	K-5	350	350	232	217	66%	62%	43.4	59	
Lynn Road	K-5	K-5	725	725	692	791	95%	109%	25.1	22	
Millbrook	*K-6	K-5	950	950	843	636	89%	67%	29.4	40	
Mt. Auburn	K-5	Closed	150		136				16.7		
North Ridge	K-5	K-5	600	600	754	677	126%	113%	21.7	23	
Northwoods	K-5	K-5	600	600	484	437	81%	73%	19.5	20	
+ Olds	K-5	K-5	350	350	355	324	101%	93%	40.7	35	Extended Day Magnet
+ Phillips	K-5	K-5	350	350	198	197	57%	56%	98.6	63	Extended Day Magnet

+ Schools of Choice Program
* Organizational Changes 1982-83

ELEMENTARY SCHOOL ORGANIZATION
AND FACILITY USAGE 1981-82; 1982-83

TABLE 1

SCHOOL	ORGANIZATION		CAPACITY		20-DAY ENROLLMENT		ENROLLMENT TO CAPACITY RATIO		MINORITY ENROLLMENT		COMMENTS
	1981-82	1982-83	1981-82	1982-83	1981-82	1982-83	1981-82	1982-83	1981-82	1982-83	
+Poe	K-5	K-5	470	470	336	375	71%	80%	42.1	47	International Studies Magnet 1982
+Powell	K-5	K-5	345	310	251	307	72%	99%	48	38	G.T. Magnet; Capacity reduced by 35
Rolesville	K-5	K-5	600	600	504	433	84%	72%	39.5	43	
+Root	K-5	K-5	375	375	268	375	71%	100%	33.3	31	
Sherwood-Bates	K-5	K-5	425	425	368	292	87%	69%	42	48	
Smith	K-5	K-5	600	600	546	457	91%	76%	29.9	22	
Stough	K-5	K-5	500	500	432	386	86%	77%	43.6	43	
Swift Creek	K-6	K-6	595	595	530	447	89%	75%	30	30	
+Underwood	* 6	K-5	550	400	413	416	75%	104%	24.1	21	G.T. Magnet; Capacity reduced by students. Organization changed to K-5, 1982-83
Vance	K-5	K-5	150	150	304	260	205%	173%	17.3	20	
Vandora	K-5	K-5	600	600	558	492	93%	82%	27.4	27	
+Wake Forest	*K-6	K-5	900	825	805	788	89%	96%	28.3	26	G.T. Magnet 1982-83; Capacity reduced by 75. State identified G.T. Sixth grade removed.
+Washington	* 6	K-5	750	500	713	440	95%	88%	34.9	38	G.T. Magnet; K-5 organization in 1982-83; Capacity reduced by 250
+Wendell-Carver	K-5	K-5	800	725	782	508	98%	70%	33.8	33	G.T. Magnet; Capacity reduced by 75 students 1982-83

+ Schools of Choice Program
* Organizational Changes 1982-83

ELEMENTARY SCHOOL ORGANIZATION

AND FACILITY USAGE 1981-82; 1982-83

TABLE 1

SCHOOL	ORGANIZATION		CAPACITY		20-DAY ENROLLMENT		ENROLLMENT TO CAPACITY RATIO		MINORITY ENROLLMENT		COMMENTS
	1981-82	1982-83	1981-82	1982-83	1981-82	1982-83	1981-82	1982-83	1981-82	1982-83	
Wilburn	K-5	K-5	600	600	487	453	81%	76%	44.2	40	
+ Wiley	K-5	K-5	350	350	238	287	98%	82%	48.1	42	International Studies Magnet 1982-83
Willow Springs	K-3	K-3	250	250	238	249	95%	100%	26.3	28	
York	K-5	K-5	450	450	441	413	98%	92%	22.6	22	
+ Zebulon	K-6	K-6	825	750	848	831	103%	111%	38.6	37	G.T. Magnet; Capacity reduced by 75 students in 1982-83

+ Schools of Choice Program
* Organizational Changes 1982-83

Table 2 shows a comparison of capacity to enrollment for the nine targeted schools for the two year period 1981-82 and 1982-83:

Table 2

Capacity Versus Enrollment in Nine Targeted Schools

School	Enrollment to Capacity Ratio	
	1981 - 1982	1982 - 1983
Bugg	73%	96%
Conn	73%	103%
Hunter	77%	89%
Lacy	76%	79%
Poe	71%	80%
Powell	72%	99%
Root	71%	100%
Martin	88%	104%
Enloe	75%	97%

The four schools below are treated under the reorganization objective but are also deserving of attention in this area.

	Capacity	Enrollment	Utilization Percent 1982 - 1983
Ligon/Crosby	1,100	1,124	98%
Underwood	400	416	104%
Washington	500	440	88%

Washington, Underwood and Crosby were sixth grade centers during 1981-82. Only Washington's and Crosby's enrollments were at capacity. Washington and Underwood were converted to K-5 Gifted and Talented Magnet schools featured in the draw from over enrolled schools to the inner city area. Crosby became a part of the Ligon Middle School Gifted and Talented campus to increase inner city middle school capacity.

This objective was to be accomplished over a two-year period. Eight of the twelve schools treated under this objective reached 96% to 104% of their capacity the first year.

Objective II: To Establish a Consistent Organizational Pattern of Schools (K-5, 6-8, and 9-12) County-Wide. Prior to the implementation of the Schools of Choice Programs the Wake County School System organizational pattern was inconsistent. Organizational patterns of the following were included: K-1, K-2, K-3, 4-5, K-5, K-6, sixth grade centers, 7-8, 6-8, 7-9, 9-12, 7-12, and 10-12. The preferred organizational pattern adopted by the Wake County Board of Education was one based on a K-5, 6-8, and 9-12 grouping of grade levels. This plan created middle schools and eliminates sixth grade centers.

Table I lists the grade organization of each school for 1981-82 and 1982-83. 1982-83 was the first year of implementation of the Schools of Choice Programs. Data is also presented for the year which preceded implementation of the Schools of Choice Programs (1981-82). An asterisk beside the level indicates, that a change has occurred. Four senior high schools which previously had a 10-12 grade organization now have a 9-12 grade level organization. Due to space considerations, Cary Senior High and Garner Senior High continue to have a 10-12 organization while Zebulon Senior High has a 7-12 organization.

An organizational change was made in the following middle schools: Carroll, Daniels, East Millbrook, Ligon, Martin, and West Millbrook Middle. Due to the space limitations mentioned above, junior high schools were continued at North Garner, East Cary and West Cary.

At the elementary level an attempt was made to eliminate all sixth grade centers. At this point, Kingwood is the only sixth grade center which remains. Cary Elementary, Garner Elementary, Apex Elementary, Swift Creek, and Zebulon Elementary have a sixth grade included in the organization. (See Table I). Knightdale-Lockhart, Baucom-Apex Elementary, Wendell-Carver, Lincoln Heights-Fuquay Elementary and Willow Springs continue to have an arrangement which houses grades K-5 in two schools. Six elementary schools experienced an organizational change effective for the 1982-83 school year: Crosby, Hunter, Millbrook Elementary, Underwood, Wake Forest Elementary, and Washington.

This objective has not been met completely, but considerable progress has been made toward a uniform school organization for Wake County Schools which is K-5, 6-8, 9-12. The aforementioned enrollment changes were facilitated by the Schools of Choice Programs.

Objective III: To Racially Balance the Student Population. Table I indicates the percentage of minority enrollments by school for the 1981-82 and 1982-83 school years. Wake County Public School System's guidelines for racial balance stipulate that minority enrollment in any school fall between 15 percent and 45 percent of the total enrollment. Schools named below had minority enrollments outside of this range for 1981-82 or 1982-83. Nine schools had minority enrollments exceeding the 45% upper limit of the range and no school showed less than 15% minority enrollment during 1981-82. As can be seen from Table 3, the Schools of Choice Programs had a positive impact upon the racial balance of the schools.

Table 3

Schools Outside the Acceptable Racial Balance Range

1981-82			1982-83		
SCHOOL	PERCENT MINORITY		SCHOOL	PERCENT MINORITY	
	1981-82	1982-83		1981-82	1982-83
Enloe Sr.	49%	42%	Millbrook Sr.	18%	14%
Carnage Middle	46%	47%	Carnage Middle	46%	47%
Ligon Junior	51%	39%	West Millbrook	18%	14%
Bugg Elem.	58%	57%	Bugg Elem.	58%	57%
Conn Elem.	51%	44%	Fuller Elem.	54%	53%
Fuller Elem.	54%	53%	**Longview	43%	59%
Phillips Elem.	99%	63%	**Phillips	99%	63%
Powell Elem.	48%	38%	*Poe	43%	59%
*Wiley Elem.	48%	42%	**Sherwood-Bates	42%	48%

* Poe and Wiley were made International Studies Magnets and by program design, a variety of non-majority groups were to be represented and assigned to these schools. Racial balance was not an issue.

** By design, these schools were not made magnet schools and therefore racial balance and capacity were not addressed during 1982-83 in the Schools of Choice Program.

Four schools had minority enrollments in 1982-83 that fell outside Wake County guidelines. Two of these four (Phillips and Longview) were recommended for closing once the Schools of Choice Programs were implemented. A third school, Poe, was made an International studies magnet, and by program design and philosophy, a variety of non-majority groups were to be represented and assigned to this school. Therefore, racial balance was not a factor at Poe. It was anticipated that the draw to the magnets would effect Sherwood Bates as well as Longview. A committment was made to protect program integrity at these two schools by maintaining personnel staffing patterns and instructional resources.

Progress has been made toward achieving racial balance in all the schools in Wake County, however, some additional changes or controls may need to be implemented during the 1983-84 school year.

Objective IV: To Provide a More Effective and Economical Transportation System. Wake County Public Schools is in the unique position in the State of transporting 40,000 students over 860 square miles. Prior to the 1982-83 school year, twelve separate bus fleets were operated. Each senior high school served as a transportation center for their feeder schools or a group of elementary schools assigned to them. This allowed for more local control, but almost eliminated the possibility of maximizing bus utilization and effectiveness of operation. Some attendance areas scheduled elementary and secondary schools to either start or end simultaneously, requiring those areas to be given more buses than should have been needed.

With the coming of the 1982-83 school year the transportation needs of the magnet were added to an already complicated system. Students desiring admission to a particular magnet program are provided transportation if he/she were admitted to the program. Previous experiences indicated that new programs had little chance of success if transportation is not furnished. It was hoped that through the use of a computerized transportation system maximum use of equipment and man-power could be achieved.

Problems Addressed·

The Magnet Program was implemented with transportation provided for Magnet Students. The number of regular buses was reduced from 598 in 1981-82 to 596 in 1982-83. The number of students transported daily rose to just over 40,000 from 35,000, but this increase was accomodated by the system. More effective routing reduced the cost per pupil per mile for transportation.

Areas Which Continue to be Problematic

Many bus routes are longer than desired by parents, students or the Wake Schools Administration. Some school administrators complain that they do not have as much control over discipline and student behavior as in the past. The estimated cost to operate a bus is $.87 per mile.

The figures below also indicate that although the cost per pupil, per mile has decreased, the number of miles traveled, has increased and thus the average cost per pupil is up $3.97 for the year.

Table 4

Transportation System Statistics

	1981-82	1982-83
Number of miles traveled	6,333,909	7,817,133
Number of gallons of gaoline consumed	1,302,049	1,536,486
Number of buses used	598	596
Average cost per pupil per mile	$ .0140	$ .0120
Average cost per pupil	$ 147.33	$ 151.30
Total cost of activity bus routes	$30,969.23	$54,160.73
Total cost of Ligon shuttle	N/A	8,469.23
Number of double drivers	None	Not Available
Number of drivers driving double routes	Not Available	Not Available

Conclusions

The question is, "Is this a more economical System of Transportation than the one available in 1981-82?" This is a difficult question to answer. On the surface, more miles are being driven at a slightly cheaper rate. It is difficult to say that it is more economical. There is little doubt that the current system is more efficient and perhaps effective. Without the current system, plus the implementation of the magnet programs one would expect the cost of transportation to increase. Therefore, one can probably say the system is cost effective.

Objective V: To Improve Educational Programs Through Expanded Curricula. Following the establishment of the Schools of Choice Programs by the Wake County Board of Education, the following schools were designated to house magnet programs for the 1982-83 school year:

Gifted and Talented

Apex Elementary
Baucom Elementary
Carver Elementary
Conn Elementary
Fuller Elementary
Fuquay Elementary
Hunter Elementary

Ligon Middle
Martin Middle

Lincoln Heights Elementary
Powell Elementary
Underwood Elementary
Washington Elementary
Wake Forest Elementary
Wendell Elementary
Zebulon Elementary

Enloe Senior High

International Studies

Poe Elementary

Wiley Elementary

Classical Studies

Bugg Elementary
Lacy Elementary
Root Elementary

Carroll Middle
Carnage Middle

Extended Day

Combs Elementary
Fuller Elementary
Joyner Elementary

Olds Elementary
Phillips Elementary

Implementation of The Schools of Choice Programs required a change in philosophy and scheduling in the schools involved. Each magnet school was established with the hope that unparralleled programming would draw students to that school and thus accomplish many of the previously discussed objectives. Each magnet program offered something unique--scheduling, courses, services.

A thread of similarity runs through all the magnet schools. Parents now have an opportunity to choose areas of emphasis of study for their children. Each program operates an eight period day which includes basic courses and electives. Parents can request placement for students in any of these magnet schools. The only limiting factors are: amount of space available in the school and a commitment to maintain racial balance. There is no "screening" process. Transportation is provided. Each type of magnet school offers programming which is somewhat different from other magnet programs. The following pages contain a description of each type of magnet program. Both elementary and secondary models are presented as well as a typical schedule for each.

THE GIFTED AND TALENTED ELEMENTARY MAGNET SCHOOL

PROGRAM DESCRIPTION

The Gifted and Talented Magnet School is founded on the belief that all students possess gifts and talents that need to be identified, valued, nurtured, and rewarded and that it is the responsibility of educators and and parents to identify these gifts and talents and provide an educational program which develops them. Because the gifted and talented magnet school addresses the gifts and talents of all children, there are no performance measures, auditions, or tests that need to be passed before a child is accepted into the school.

The philosophy of the Gifted and Talented Magnet School is put into effect through the structure of the curriculum and instructional techniques. The curriculum model advocated is a "choice" model for students and parents. It provides them with options and alternatives to learning and is built on student gifts, talents, strengths, needs, and interests. The program design is flexible to accommodate varying types of gifts and talents.

ELEMENTARY MODEL

The three curriculum components which make up the gifted and talented magnet school program are the BASICS, ELECTIVES, AND GIFTED AND TALENTED SELECTED COURSES (hereafter referred to as GT SLECTED COURSES.) All students are involved in the basics and electives, while students involved in the GT selected courses are those who exhibit strengths and capabilities in particular areas.

All students have an eight-period day with each period consisting of forty-five minutes. These periods are not distinguishable in kindergarten through grade two with the exception of the two periods each day that are set aside for electives. With the exception of the electives, students in kindergarten through grade two are placed in self-contained classrooms with enrichment activities, art, music, physical education, and library experiences being part of their basics.

In grades three through five, two teachers are responsible for a group of approximately fifty children. These two teachers provide students with instruction in the basics - reading/language arts and social studies during one two-period block and math, science, and health during another two-period block. Three periods, four days each week are available to students for electives and/or GT selected courses. Students are assigned to the basics, but parents and students choose the courses to be taken in the electives and GT selected areas. These courses are selected on student and parent interest.

Curriculum

Based on the philosophy of the gifted and talented magnet school, the curriculum is divided into three components: BASICS, ELECTIVES, AND GIFTED AND TALENTED (GT) SELECTED COURSES.

Basics: All children participate and receive instruction in four basic areas: reading and language arts, math, social studies, science and health. Instruction in the basics component is planned to accommodate each child's skill level. Students in kinergarten through second grade also have scheduled periods for music, art, physical education, and library experiences as part of the basics. Students in grades three through five have these subjects offered to them as part of the electives.

Parents and students may expand Basics instruction through a choice of academic electives. Additionally, all basics are offered in an accelerated format to students involved in GT selected courses. The electives and GT Selected courses provide children with the opportunity to apply their basic skills in a variety of ways.

Electives: The electives portion of the Gifted and Talented Magnet School program is comprised of high-interest courses that are chosen on an individual basis by parents and students to match student interests and needs. In the electives portion of the curriculum, courses are offered in the following areas: reading/language arts, social studies, math, science, health, physical education, foreign language, art, instrumental and vocal music, dance, drama, computers, life skills, contemporary arts, and media.

Studies in the electives are designed to allow children to match their interests with appropriate programs and to develop new interests and knowledge. A child does not have to show a special talent in order to take an elective. These courses give students the opportunity to study what they want to know.

Students in kindergarten through grade two are offered electives four days a week for two periods each day. Students in grades three through five are offered electives four days a week for three periods each day. These students also have elective activities on I.D.E.A.L. Day.

Gifted and Talented Selected Courses: A child's particular strenths, gifts, and talents determine what courses he/she will take in the GT Selected Courses, for this is the highly individualized part of the curriculum. Here students who have outstanding strengths and capabilities in a particular area, or areas, apply their knowledge in new ways and pursue ideas in greater depth and breadth. These areas include: general intellectual ability, aptitude in specific academic subjects, creative or productive thinking, and visual and performing arts.

Students are chosen for GT selected courses through a nomination process. The teachers make most of the nominations and serve as advocates for their nominees before a panel that includes specialists as well as administrators, review the appropriateness of an advanced class for the child. However, a parent also may nominate his child or a child may nominate himself to be considered for placement in GT selected courses. The final responsibility for placement rests with the administrator. Students who are involved in GT selected courses are assigned to these courses during electives periods.

While basics are taught five days per week, electives and GT selected courses are offered four days each week. One day entitled "I.D.E.A.L. Day" (In-Depth Experiences and Activities for Learning) is scheduled each week to allow students to specialize in the performing arts, visual arts, physical education, futuristics, or academic areas This allows a student with a high level of interest in music, for example, to devote most of the electives time on I.D.E.A.L. Day to this area. On I.D.E.A.L. Day students must half the day in basics and half the day in elective activities. This gives students the opportunity to apply basic skills and talents to a group project or performance, or participate in a related off campus activity.

Support services such as Chapter I Reading, Basic Skills Reading/Math, Migrant Education, Bilingual Education, and/or Exceptional Children's Resource programs are provided for students during the periods scheduled for electives.

Sample Schedule - Elementary Gifted and Talented School

Kindergarten - Grade 2

	Mon.	Tues.	Wed.	Thurs.	Fri.
9:15 1	BASICS				
10:00 2	BASICS				
10:45 3	BASICS				
11:30 4	BASICS		LUNCH		
12:15 5	BASICS		LUNCH		I.
1:00 6	Tell Turtle I (Computer)		Write On/ Write Now		D. E.
1:45 7	African Safari		FRENCH IA		A. L.
2:30 8	BASICS				DAY

Grade 3 - Grade 5

	Mon.	Tues.	Wed.	Thurs.	Fri.
9:15 1	Shutter Bug		Journalism		
10:00 2	Sports for Everyone		French 1A		
10:45 3	BASICS				
11:30 4	BASICS				
12:15 5	BASICS		LUNCH		I.
1:00 6	BASICS		LUNCH		D. E.
1:45 7	BASICS				A. L.
2:30 8	CHAP. I. READ		Onstage with Music		DAY

MIDDLE SCHOOL MODEL

In grades 6-8, four teachers are responsible for a group of approximately 100 students. These teachers provide instruction in the basics--reading/language arts, social studies, math, and science/health. Three periods are available to students for electives and/or GT selected courses. Elective classes may meet five days per week; or only two; or three days per week. Middle school students have an eight-period day.

Students enrolled in classes of the visual and performing arts are given an opportunity to contribute to displays or participate in several performances during the school year. Middle school students choose electives for a semester, but some such as foreign language and music can be continued for the year. Soccer, tennis, dance, photography, creative cuisine, computer programming, typing, chorus, French, and radio, T.V. production, and English grammar are examples of electives available at the middle school.

Sample Schedule

G.T. Middle School

Hour	Period	Class
8:00 - 8:42	1	Basics - Social Studies
8:42 - 8:52		Homeroom
8:57 - 9:39	2	Monday/Tuesday - Tennis Wednesday/Thursday - Video - T.V. Prod.
9:44 - 10:26	3	Monday/Tuesday - Photography/Darkroom Wednesday/Thursday - English Grammar
10:31 - 11:13	4	Basics/Language Arts
11:18 - 12:00	5	Basics/Math
1:05 - 12:47	6	Lunch
12:59 - 1:34	7	Basics/Earth Science
1:39 - 2:25	8	Monday/Tuesday/Wednesday/Thursday Typing

Electives held two days per week meet on alternate Fridays at the regular time.

G.T. Magnet and Non-Magnet Compared

The G.T. Magnet Schools offer a wide variety of electives not found in the regular curriculum. For example, physical education is a required course in the regular curriculum and the course is the same for everyone at a grade level. In the G.T. Magnet School, a youngster may elect to take soccer one semester and tennis the next. The G.T. Magnet schedule calls for an eight-period day while non-magnet classrooms are somewhat self-contained at the elementary level. This means that each teacher(s) establishes a schedule for a specified classroom. Electives in the G.T. Magnet Program include computer technology, foreign language, academic electives and a variety of offerings in the arts.

Electives are available in the regular school program at the middle school level but the number is usually limited to art, music, industrial arts and foreign language. The G.T. Magnet schedule at middle school calls for an eight-period day as opposed to a six-period day in the regular school. Arena scheduling is used at the secondary level. A home school coordinator is available at both G.T. magnet levels to work with parents and facilitate elective scheduling. This position is not found in non-magnet schools.

EXTENDED DAY MAGNET SCHOOL

The Extended Day Program provides before and after school care for children in grades kindergarten through five. The program operates from 7:00 A.M. until the regular school program begins (9:00 A.M.) and from the close of the regular school day (3:00 P.M.) until 6:00 P.M. Children enrolled in this program also attend the school for the regular day program from 9:00 A.M. until 3:00 P.M. Programming in the Extended Day Magnet during the regular school day is very similar to that found in non-magnet schools.

Children participating in the Extended Day Program can be brought to school before the regular school day begins and remain after school to participate in developmental and enrichment activities. Working parents may bring their children to school en route to work and pick them up on the way home. Transportation for all children participating in the Extended Day Program is provided by parents.

Certified teachers and teacher aides are employed to staff the Extended Day Program. The following is a sample staffing pattern:

Sample Staffing Pattern

(Based on 140-150 students enrolled in the Extended Day Program).

Morning Program	Hours:
3-5 Teacher Assistants	6:50 A.M. - 8:30 A.M.
Volunteers	
Afternoon Program	
1 Guidance Counselor/Extended	11:00 A.M. - 2:30 P.M.
Day Coordinator	2:30 P.M. - 6:00 P.M. Extended Day Program
5 Teachers (1/2 Time Positions)	2:30 P.M. - 6:00 P.M.
2-4 Teachers Assistants 1/2 Time Positions Volunteers	2:30 P.M. - 6:00 P.M.

The curriculum developed for this program is based on the premise that the activities offered extend and enrich the regular school program while providing children with opportunities to explore areas of interest. The following areas are offered during the Extended Day Program:

- . ARTS AND CRAFTS: weaving, painting, sculpting, drawing
- . INDUSTRIAL ARTS: woodworking, solar energy projects, photography
- . PHYSICAL EDUCATION: gymnastics, tumbling, gross and fine motor activities, team sports, movement education, dance
- . MULTI-EXPERIENCE CENTER: math, science and language arts activities, cooking, sewing
- . MUSIC: instrumental and vocal
- . SMALL AND LARGE GAME AREAS
- . HOMEWORK AND STUDY TIMES
- . SPECIAL INTEREST ACTIVITIES AND CLUBS

Parents pay a fee for their child to attend the Extended Day Program. This fee covers the cost of program personnel, materials, and a daily snack for all children.

	Sample Extended Day Schedule
7:00 A.M. - 9:00 A.M.	Supervised activities (Library, small games, homework)
9:00 A.M. - 3:30 P.M.	Regular school schedule
2:30 P.M. - 2:45 P.M.	Students dismissed from regular classrooms
2:35 P.M. - 3:00 P.M.	Snack
3:00 P.M. - 3:55 P.M.	Physical education period for all students
3:55 P.M. - 5:30 P.M.	Activity Station (activity may change weekly)
5:30 P.M. - 6:00 P.M.	Students remaining, gather in Learning Center for activities of their choice.

Extended Day Magnet and Regular Program Compared

A regular instructional program is found in the Extended Day Magnet School. Course offerings and scheduling are the same during the normal school day. The Extended Day Program is unique in that child-care before and after school is offered to working parents. Quality child-care provides an opportunity to engage in activities which enhance the regular curriculum. Due to the fact that the parents come to the school twice per day, parental participation has greatly increased in these schools.

THE INTERNATIONAL STUDIES MAGNET SCHOOL

The International Magnet School is designed to meet the needs of a large and increasingly diverse population. It is important that educational programs are provided to increase awareness and understanding of the world community that is rapidly developing and shaping to American experience. The International Studies Magnet is based on the philosophy that education must prepare students to live responsibly, communicatively, and competently in a world of increasing international tensions, economic interdependence, cross-cultural conflicts, and technological competition.

Two elementary schools were designated as International Studies Magnets. There is no middle school equivalent. The three curricula components which make up the International Studies Magnet Program are the BASICS, ELECTIVES, AND CONCENTRATION/GIFTED AND TALENTED SELECTED COURSES. All students are involved in the Basics and Electives, while students involved in the Concentration /GT Selected Courses are those who exhibit strengths and capabilities in particular areas.

All students have an eight-period day with each period consisting of forty-five minutes. With the exception of the two periods per day for four days for electives, students in kindergarten through grade two are placed in self-contained classrooms with enrichment activities, art, music, physical education, and library experiences being part of their basics. Students in grades 3-5 have four periods for basics; 3 periods for electives and one period for lunch/physical activity.

Students are assigned to the basics, Concentrations/GT Selected Courses, but parents and students choose the courses to be taken in the electives. These courses are selected on student and parent interest.

All children participate and receive instruction in four basic areas: reading and language arts, mathematics, social studies, science and health. Instruction in the basics component is planned to accommodate each child's skill level. Students in kindergarten through second grade also have scheduled periods of music, art, physical education, and library experiences as part of the basics. Students in grades three through five have these subjects offered to them as part of the electives.

Parents and students may expand basic instruction in their choices of electives. The basics are incorporated into all areas of curriculum. The electives, Concentrations/GT Selected courses provide children with the opportunity to reinforce their basic skills in many different ways.

The electives portion of the International Magnet School program is comprised of high-interest courses that are chosen on an individual basis by parents and students to match student interests and needs. The elective courses are designed to develop understanding of major systems which influence the present and future condition of world societies. Major systems which affect the quality of human life experience are: Technological Systems, Communications Systems, and Cultural Systems. The International Magnet School Curriculum provides elective courses in these three major systems.

Under Technological Systems, elective courses extend the basic mathematical concepts to application in creative problem solving and statistical analysis. Computer literacy and use of the computer as a tool for research and management are included. Science and media technology are organized to offer explorations in specific speciality courses.

The area of Communication Systems provides courses to develop fluency and high proficiency levels in thinking, listening, speaking, reading, and writing in English and selected foreign languages. The social science and arts courses examine Cultural Systems through the comparing and contrasting of man's beliefs, governments, records, institutions, methods of exchange, and creative expression in the nation and in the world.

Studies in the electives are designed to give children a wide background of experiences, allow them to match their interests with appropriate programs, and to develop new interests and knowledge. A child does not have to show a special talent in order to be introduced to these new areas. A child needs only to have an interest and willingness to learn. These courses are highly motivational and give students the opportunity to study what they want to know.

Bilingual Education

The design of the International Magnet School is such as to serve a student body which includes students who come from a wide range of world cultures such as England, Germany, France, Italy, nations of the Orient, and developing nations of the East and South. These students and their families bring a wealth of cultural resources to the International Magnet School community. While the magnet school provides structured language skill development in English for these students, they may also participate in language, art, and cultural studies courses which focus on their native backgrounds. Thus, the International Magnet School, serving an international student population, is enriching for both American-born children and children from other lands and provides an opportunity for both to improve their understanding of each other.

Sample Schedule: International Studies Magnet

Kindergarten - Grade 2

	Monday	Tuesday	Wednesday	Thursday	Friday
1	BASICS				BASICS
2	BASICS				↓
3	LUNCH				
4	BASICS				
5	BASICS				INTERNATIONAL DAY
6	Spanish IB Room 13-A				
7	Puppetry #2		Team Sports Gym		
8	BASICS				BASICS

Grades 3-5

	Monday	Tuesday	Wednesday	Thursday	Friday
1	BASICS				
2					
3	Introduction to Data Processing		Expository Writing		International Community Day
4	Beginning German		Printmaking		
5	LUNCH				
6	BASICS				
7					
8	German Castles		Soccer		

International Studies Magnet and Non-Magnet Compared

As was seen in the G.T. Magnet, this magnet program offers electives and an eight-period day. As opposed to other magnet programs, the emphasis seems to be on foreign language, gaining an understanding of other cultures and emphasis on technology (computers).

In comparison, the regular school program has a six-period day; instruction in foreign language is not available; additional electives are limited to art and music.

THE CLASSICAL STUDIES MAGNET SCHOOL

PROGRAM DESCRIPTION

The Classical Studies Magnets, as they are designed for Wake County, attempt to incorporate the objectives that are characteristic of good traditional programs across the nation and in this school district. Instruction is teacher directed with emphasis on the mastery of skills in the basics - reading, writing and arithmetic. Character education, discipline, parent involvement, science and citizenship are also important aspects of this curriculum.

This magnet gives emphasis to some areas that may be unlike most traditional schools. In language arts, for instance, oral language, formal and informal, is given high priority in the curriculum. Students learn how to make presentations in all subject areas that will give them proficiency and confidence. Literature, from the classic fairy tales to traditional works of the masters is read to and by the students in this program. Composition for personal expression and for academic exposition is stressed. A high value is given to vocabulary development and expansion.

Curriculum

The curriculum in the Classical Studies Magnet gives emphasis to the mastery of skills in reading, writing, and mathematics. Character education is an integral part of the curriculum. Instruction is provided in a structured atmosphere. Students are given ample practice for the basic skills in classwork and in homework. Frequent tests are administered to determine progress and instructional needs. Study skills are taught in order to insure the student's growth in independent study habits. A very strong emphasis on literature and acquisition of writing skills prevails in all the Classical Studies Magnets. Each grade level has a recommended list of classics that students read or hear beginning with kindergarten.

In the elementary school, reading and related language arts occupies almost half of the school day. In the middle school, language arts are taught at least two periods every day for all three grade levels.

Writing emphasizes correct spelling, sentence structure and vocabulary advancement. Stress is given to originality, content, clarity, and logical presentations. Frequent assignments are made in expository and creative writing and are correlated with the various curriculum areas.

Oral language is stressed in every subject area. Frequent opportunities are made for the student to make presentations to small and large groups. These presentations include reports, recitations, debates, and oral responses to teacher's questions or directives.

Social studies and health, are integrated into the curriculum with built-in opportunities for the student to excercise his knowledge of the basic skills in addition to acquiring knowledge in these content areas. Also, students are encouraged to use the critical thinking skills that are introduced in the basic areas. Additionally, science is emphasized. Through a science resouce teacher, instruction is offered twice weekly to all students in grades 1-5, in a laboratory setting provided in each school.

Physical eduation, art, music are offered according to district regularities. These areas are incorporated into basic programs when it is deemed appropriate.

In addition to the academic curriculum, the Classical Studies School places high value on character education, and daily lessons are planned for instruction in this area. Character education in the Classical Studies Magnet aims to teach students to be considerate, respectful, responsible, knowledgeable, and productive citizens.

Parents have specific responsibilities for involvement in the child's educational experience. Parent education programs are offered to increase the parents' knowledge and effectiveness as they participate in the schooling process. Conferences are scheduled on a regular basis for the purpose of sharing information regarding the child's progress.

Sample Student Schedule:

Time of Day	Subject	Minutes Per Day
9:00 - 9:15	Character Education	15
9:15 - 11:15	Reading/Language Arts	120
11:15 - 11:45	Physical Education	30
11:45 - 12:00	Classics Read to Students	15
12:00 - 12:30	Lunch	30
12:30 - 1:15	Mathematics	45
1:15 - 1:55	Science(2)/Social Studies(3)	40
1:55 - 2:35	Art/Music/Health/Library/Assembly	40
2:35 - 2:55	Silent Reading/Recreational Reading	20
2:55 - 3:00	Preparation for Dismissal	5

MIDDLE SCHOOL MODEL

In the Classical Studies Middle School, foreign language and vocational studies are introduced into the curriculum in addition to other elective and interest courses that support the basic areas. Higher level English and mathematics courses are offered to those students who need more in-depth work with the basic areas. Emphasis on developing skills in basic areas, writing and character education continue.

Sample Student Schedule:

Time of Day	Subject	Minutes Per Day
8:00 - 8:20	Homeroom/Character Education	20
8:25 - 9:06	Science	41
9:10 - 9:53	Social Studies	43
9:57 - 10:40	Interest Course M/W/T	43
	P.E. - Tues.	
	Health - Fri.	
10:44 - 11:26	Language Arts	42
11:30 - 12:12	Language Arts	42
12:16 - 12:58	Lunch	42
1:02 - 1:42	Elective/Typing	40
1:46 - 2:30	Math	42

Classical Studies Magnet Versus Non-Magnet Program

Reading, writing, speaking, mathematics and character education are emphasized in the Classical Studies Schools. Students become familar with classical literature. The curriculum and programming are more traditional than is found in the non-magnet schools. In the elementary classical studies, magnet language arts and related activities occupy almost half the school day while a two period block is allotted for language arts at the middle school level.

ENLOE MAGNET HIGH SCHOOL

OVERVIEW

The Wake County Public School System developed the Enloe Magnet High School concept to offer an attractive, unique and educationally sound program in order to attract parents to send their children to this program voluntarily, although it might not be located in their immediate neighborhood. Four major long-term goals of this program are the following:

- To offer a flexible schedule to allow maximum utilization of resources and personnel by developing the gifts and talents of the high school magnet student
- To provide curricular programs not offered in the regular high school program
- To provide numerous quality educational programs from which parents and their students choose their own instructional opportunities
- To allow students the chance to concentrate in special fields of study through an extended eight-period day and multiple periods in specified courses

The Magnet High School is unique in many ways. The flexible student scheduling means that students may not meet every class every day, while others may meet some classes for more than one period per day. Courses, numbering well over three hundred, are offered to allow students a choice in their program of study. More than two-thirds of these courses are not offered at any other high school setting in the System. Students may choose a concentration in at least one field of study where classes may meet for two-period blocks of time. Along with a concentrated area of study, students are allowed, through an extended eight-period day, the opportunity to explore areas that are not available in a regular high school setting. The Radio/TV/Motion Picture curriculum focuses on the design and production of programs that are classified as instructional software. These areas of exploration may be in a specialized creative area or simply areas of interest. Computer math and science, social science, special foreign languages, intensive language arts and reading programs, performing and visual arts (including tours and many performances), new and innovative approaches to health and physical education, extended vocational programs, and a specialized counseling program are only a few of the special programs being offered.

A follow-up of a school's graduates often allows one to view another dimension of the school's population, goals and achievements. Below is a profile of the students who graduated in 1982 from the Enloe High School Magnet:

Enrolled in a four year college or university	40%
Enrolled in a community college Enrolled in vocational training	36%
Found full-time employment Found part-time employment	11%
Enlisted in military	13%

HISTORY

In the past four years, Enloe Magnet High School has been in a state of flux. When the School opened in the fall of 1980, student participation in the designated magnet courses were limited to a select group of students. This created an image of two separate student bodies. This separateness was further complicated by the fact that in the previous year the neighboring junior high was closed and that facility became part of the high school campus. Thus, the image of two student bodies was further enhanced by the two separate campuses. The magnet was created in an attempt to fill empty classrooms due to declining enrollment and to bring suburban white students into the facility to achieve racial balance. Until fall, 1982, the draw to the magnet high school was less than successful.. In August, 1982, the situation changed and Enloe High School had a united study body of 1,900.

The following events occurred to fill the two campuses: (1) over three hundred courses were made available to the entire student body (this widespread availability of classes lessened the division that existed among students); (2) the course curriculum was made more relevant to the needs and interests of the student body; (3) students and their parents have input and authority concerning the selection to a student's course of study; (4) the image of the school and its students has constantly improved due to honors and awards received by the students and programs; (5) students have taken greater pride in their campuses, and their studies, and show increased appreciation of one another.

MAGNET SCHEDULING

The students enrolled in the Magnet High School have flexible scheduling opportunities not offered in the traditional high school. There are courses which may be selected in all areas of study which meet during two-period blocks of time each day. This time fluctuates within the eight-period day to allow maximum utilization of the facility. Other flexible scheduling allows for nearly every class to meet a double period once each week for special extensions of instruction. Some two-period blocks meet the last periods of the day to allow off campus activities and extended practice, research, or facility usage.

Students not enrolled in two-period-a-day courses would meet each class five periods a week but not meet every day. This allows for one two-period block a week for six class periods. Fifth and sixth periods, as designated lunch periods, would meet every day at the same time interval. A matrix showing the schedule is below.

Monday	Tuesday	Wednesday	Thursday	Friday
1	1	2	1	1
2	1L	2L	2	2
3	3	4	3	3
4	3L	4L	4	4
5	5	5	5	5
6	6	6	6	6
7	7	8	7	7
8	7L	8L	8	8

L = Laboratory time

This scheduling best allows the implementation of the unique course offerings at the Magnet High School. To more fully explain the scheduling, a sample student schedule is presented below.

First Period - English
Second Period - Math
Third Period - Science
Fourth Period - Drama
Fifth Period - Lunch
Sixth Period - History
Seventh Period - History
Eighth Period - P.E.

The student's schedule could be the one shown below.

Monday	Tuesday	Wednesday	Thursday	Friday
Math	English	Math	English	English
English	English	Math	Math	Math
Science	Science	Drama	Science	Science
Drama	Science	Drama	Drama	Drama
Lunch	Lunch	Lunch	Lunch	Lunch
History	History	History	History	History
History	History	History	History	History
P.E.	P.E.	P.E.	P.E.	P.E.

ACADEMIC PROGRAM

Enloe High School Magnet has something for almost everyone. A student may enroll in advanced courses, take advanced placement courses, sign up for a regular high school schedule or enroll in basic courses if remediation is needed. Many offerings are available in the Arts areas. Vocational courses, computer technology and radio, TV production are emphasized. Variety anc choice are the themes.

Requirements for graduation are the same as for students in the other Wake County High Schools, but the opportunity of expanding one's knowledge beyond normal classroom activities can be found at Enloe. Graduation requirements for a 9-12 school are:

English	4 units
Math	2 units
Social Studies	3 units
Science	2 units
Health and P.E.	1½ units
Electives	6½ units

Language Arts

Students are required to take a survey course each year--9, 10, 11, and 12. (The survey course is required for all students except those taking Civilization and Culture each year or A.P. English the senior year.) The survey course is offered on three levels of difficulty--basic level, average level, and advanced level. Students may select the level of difficulty they wish to take.

The required English course each year will emphasize vocabulary, reading, and writing skill development and literature and literary terms rather than a concentrated study of specific works of "great literature."

Students gain an awareness of the major authors and works from each literary period, but they select electives to pursue an in-depth study of a specific author and his work.

In addition to the required survey course, students may take elective courses that offer in-depth study of topics of interest. Elective courses may be either a year or a semester in length.

The Civilization and Culture course consists of a chronological study of history, literature, and the arts. The course is divided into four years of study.

Social Studies

Opportunities for a wide selection of elective courses are provided in all grades from nine through twelve. Basic graduation requirements are met within the framework of course options available to all students. Diploma requirements mandate a minimum of three years of the social sciences for all candidates for graduation. Requirements include four semesters of American Studies and two semesters of World Studies. Students who participate in the International Studies, Government and Law, and Civilization and Culture Programs meet graduation requirements during their course of study. These programs require a two-period block of time for the entire year.

The government and law program has obvious career implications for the student whose interest lies in this area of the social sciences. In-depth studies of the forms of government as they exist today, theoretical and practical issues relating to public and private jurisdiction, and the historical evolution of the concept of justice provide the basis of this program.

The international studies program integrates social science, language arts, and foriegn language studies. Students are concerned with man, his various cultures, religions, beliefs, and practices. Also, world cooperation, conflict, interdependence, and comparative politics are major topics of study. By merging the study of the political, economic, and social histories of countries with their languages and literature, the international studies program gives students an international perspective on current as well as past issues which spage the world in which they live. Special opportunities to learn European and Asian lanaguages is an exciting dimension for many students. Extensive field experiences in the community and travel provide another key element to the program.

The civilization and culture program combines the study of history, literature, and art appreciation. Students earn one English credit and one social science credit for this course. In addition, an advanced placement program exists which offers students an opportunity to pursue college-level study in American history and European history. In the program, a student can receive advanced placement and credit, or one of these, upon entering college.

Mathematics

Two full units of study in mathematics are required for high school graduation. In the Magnet High School, those units are not specified as to particular courses. Students may select areas of interest by year, semester, or nine-week courses as long as the total credit in mathematics is at least the minimum of two full units. Students may enroll in basic math courses, take the regular course available in any of Wake County's high schools or choose to specialize in mathematics.

Students who choose the Magnet High School for the concentration in mathematics must consider the following four years of basic or core curriculum: Grade 9 - Integrated Math I; Grade 10 - Integrated Math II; Grade 11 - Precalculus Mathematics; and, Grade 12 - Advanced Placement Calculus with Analytic Geometry. The integrated approach to mathematics incorporates algebra I, geometry, and algebra II, intertwining the topics as the scope and sequence demands that they be taught. Although the students do not, then, take the traditional sequence of algebra I, geometry, and algebra II, they are well prepared for the precalculus course at grade 11. Flexibility is built into the mathematics program strand for students who have accelerated the beginning algebra studies in grade 7 or 8, or who choose to enter the Magnet High School after grade 9. Because of the regular course offerings, a grade 7 student in algebra I could enter the Magnet High School in grade 9 in honors algebra II and proceed in grade 10 with precalculus mathematics. Likewise, a student entering beyond grade nine should be able to adapt to the many course offerings and enter the core curriculum in mathematics.

Foreign Language

Opportunities for developing conversational skills in a wide variety of languages and for learning about countries and cultures of other people are available. Students interested in pursuing in-depth study of a language may enroll in French, Spanish, German, Latin, Russian, Japanese, Italian, Chinese, Arabic, Hebrew, Vietnamese, or Laotian.

In order to fully comprehend the interrelationship of the world's countries and cultures, focus is on common problems such as social justice, resource distribution, pollution, housing and food. "Third World" countries and their place in global affairs is included. Cultural exchanges of people, ideas and artifacts are arranged. Opportunities for visual, oral, and personal communication with other countries are available to students. A student may be enrolled in foreign language for four years at Enloe with offerings from basic through advanced instruction.

Arts or Music

Visual Arts. The visual arts program is a two-track program with instruction provided by on-staff artists in their areas of expertise and supplemented by guest artists of local, state, and national reputation. The advanced track is an in-depth program which meets the requirements of the serious student of art. The initial class is a Fundamentals course which lays the groundwork for the subsequent atelier classes. In the two dimensional area, students study drawings, color and design theory, psychology of visual perception; water color, oil and acrylic painting; relief, intaglio and silk screen printings and art history. In the 3-dimensional area, students study hand built and wheel through pottery, glaze formulation, sculpture, enameling, metal crafting, and fibers (weaving, batiking, and fabric printing).

Mini-course, which are an innovative and integral part of the program, offer nine week and semester classes in such areas as calligraphy and commercial art which serve to supplement the advanced track. Additional mini-courses of students who are excited by the flexibility to explore individual areas of interest. These are students who are often shut out of the traditional high school program.

Field trips, membership in the N.C. Art Society, and participation with the civic and business community have made a positive contribution to the students. Numerous national, state, and regional awards have been won by Enloe students giving rise to a recent citation for national excellence in art.

Dance. Enloe's dance studios have been especially designed to provide the optimum conditions for learning with such advantages as mirrored walls, bars, and wooden floors. Instruction is provided in three separate categories: jazz, modern dance and ballet. Guest performances, artists and an artist-in-residence grant expand the program and introduce the students to the viability of dance as a current art form.

Skills, strength development, and body control are studies in the basic classes leading to an appreciation of the body as a living 3-D art form as it moves through space. In the advanced classes, students learn to choreograph and produce their own compositions. The dance groups have performed at many civic functions and schools, as well as special performances at the Governor's Mansion and on television.

Drama. The drama offerings at Enloe have been expanded from that of the typical high school program to offer a total of 12 courses available over a four year period. These courses range from an introductory course to the advanced course, "Technical Theatre." Through courses selection, advanced students concentrate on one or more of the various areas in drama: makeup, costuming, set design, improvisational threatre, history of the theatre, etc.

Field trips to local theatric productions as well as involvement in the various local groups provides an expanded environment for motivation and learning. Three major in-school productions are presented each year. Mini-productions are presented to various school and civic groups, as well as participation in annual arts plosure activities on the State Capitol grounds.

Band and Orchestra. The band section of the music department at Enloe provides basic band experience for enrolled students, as well as concentrations in more specialized areas. The basic band experience includes two levels of concert band, training band, and an after school marching band all operating concurrently. The additional areas include but are not limited to: pep band, jazz-rock ensemble (state band), brass choir, clarinet choir, percussion ensemble, an instructional solo class, herald trumpets, and a variety of small ensemble and solo groups.

Orchestra is a daily class; three days per week are spent in group performance, the remaining two are devoted to small groups and individual instruction. Great flexibility for dealing with individual accomplishment and skill levels make our program exciting. A number of Enloe students have won honors in state and regional competitions.

Vocal Music. Students enroll in the vocal music program through selection of the Voice I class for beginners. With concentration on correct vocal production, the topics studied includes: 17th and 19th century Italian Art Songs, English folk songs, and selections from

Schubert and Schumann. Voice II continues the skill development begun in the proceeding course and expands the repertoire to include Brahms, Mozart, Haydn, and French Art Songs. All classes present concerts and recitals on a regular basis.

A unique component of the Enloe program is the music theory courses which range from beginning to advanced. Advanced students may elect "Composition" as a means of developing their creative skills. The piano lab features 13 electronic keyboards and four class levels.

A total of 8 teachers participate in the five arts/music programs listed above. These teachers provide instruction to a total of 488 students.

Science and Technology

Computer Technology. The computing facilities at Enloe include 24 Gigi intelligent terminals which are linked via a multiplixer to a DEC computer shared for instructional purposes by all Wake County Schools. Students may elect to take either computer literacy courses or courses in which programming skills and techniques are stressed. Languages available to the student include BASIC, PASCAL, FORTRAN, COBAL, DAL. Courses are designed so that a student may learn several languages during his high school career. Students on independent study may develop CAI materials, write programs applicable to other content areas, investigate and learn a new programming language or assist in computer classes.

Radio. The radio program stresses the study and application of theory and techniques used in broadcasting. Classroom discussions cover a variety of subjects: sound, news, script-writing, speakers, commercials, multi-track recording and more.

Students actually write scripts, make recordings, and hold planning sessions in a studio furnished with equipment which exceeds that of most commercial stations. Advanced course offerings cover such areas as management, production, advertising, and other specialty areas.

Television. Enloe Magnet High School's television and motion picture department is unique not only on a county level, but as a premier program for the state as well. It is the only high school program in North Carolina which features a fully equipped studio with faculty having actual network experience. The range of courses available here exceeds that of most colleges.

The beginning student learns an overview of television, production, skills and techniques. Using equipment which has all the components of a commercial station, our advanced students specialize in various types of productions: documentary, sports, news, children's programming, etc.

Under instructor guidance, students write, tape, edit, direct, and product their own programs. Quality, originality, and craftsmanship coupled with technical know-how are necessary components students have mastered at the completion of our course of study.

Science. The science curriculum focuses upon presenting the traditional discipline areas of biology, chemistry, and physics in at least two formats. A strong academic approach to subject area in year-long courses provides a traditional approach in science to those students who desire those courses. A strong laboratory experience base enhances these courses.

A strong academic approach to subject area in year-long, semester, and a nine-week course provide a science curriculum attuned to the social issues of today and the future as the second format. Students have the opportunity to construct their discipline studies from a wide range of options. Visits to research laboratories and functional scientific facilities on a local, state, and national level are available.

G.T. Biology students design and carry out original science research projects. Vertebrate Zoology students design and implement "field" research projects (such as live animal trapping and food selection by wildlife); complete experiments studying the effects of the hormone thyroxin on tadpole metamorphoses and study reproduction in African Clawed Frogs. The male and female frogs were injected with human chorionic genadotrophin and induced to lay eggs. The development of the larvae are studied.

A total of 19 teachers serve the four curriculum areas previously discussed. These teachers provide instruction to 1,851 students taking science and technology courses.

Vocational Education

The high school magnet vocational curriculum is designed to: (1) help students acquire skills (a) for entry-level employment and/or (b) to serve as a basis for further education and training; (2) provide experiences which will help students make informed and meaningful educational and career choices; and (3) prepare students for their multiple roles as homemakes, wage earners, and consumers.

The vocational education curriculum at the high school magnet includes courses in the program areas of: (1) Business and Office Education, (2) Home Economics, and (3) Marketing and Distributive Education (MDE), (4) Trade and Industrial Education (T&I), (5) Health Occupations, and (6) Industrial Arts. Students may earn credit toward graduation through cooperative education courses (in business, MDE, and T&I) which include both classroom instruction and employment experience with pay.

Vocational Education courses provide opportunities for 1,545 students to make practical application of communication, computation, and social skills they have learned in other courses. The 17 vocational education teachers provide activities that enable the student to integrate cognitive, affective, and psychomotor skills in realistic learning activities.

Special Education

Special education students at Enloe High School take courses in English, Math, Science, Social Studies, and Vocational Education. Additionally, an independent study opportunity is available. The Special Education Department serves 77 students who are mainstreamed in regular classes to varying degrees and 31 students who are in low-incidence programs.

The cross-categorical program employs three special educators who provide instruction in English Math, Science, and Social Studies to 77 exceptional students. These students are designated as educable mentally handicapped, learning disabled or emotionally handicapped. The classes are grouped primarily by academic needs, rather than by area of exceptionality. The instruction in these classes ranges from corrective to remedial and focuses on preparation for the N.C. Competency Test in grades 9 and 10. The emphasis in grades 11 and 12 is on survival skills necessary for daily living. Students are mainstreamed to the degree that is appropriate in all academic and vocational areas.

Two low-incidence programs are also found on the Enloe campus. A program for trainable mentally handicapped adosescents, ages 12 through 16, serves 19 students. One teacher and two aides provide limited academic instruction emphasizing survival skills as well as pre-vocational and vocational training. The TMH students at Enloe are mainstreamed if appropriate. Several students have attended vocational classes on a limited level and all the students participate in a dance class taught by one of Enloe's dance teachers. Student aides work in the program providing additional instruction and supervision for the class.

Two classes for autistic adolescents are also at Enloe. These classes provide intensive training in language and in appropriate behavior. The students are trained in a classroom that offers many features found in a sheltered workshop environment. The two teachers in the classroom are assisted by two aides and several student assistants. The student assistants are required to complete research in autism and develop instructional units to be used in the classroom under the supervision of the teachers.

Gifted and Talented

The 138 students identified as gifted and talented are provided courses within each department. These courses allow for concentrated, advanced study and carry weighted credit.

Bilingual or Multi-Cultural Education

Foreign language instruction is available in French, Spanish, German, Latin, Japanese, and Russian. For most languages, a travel exchange or study tour program is available during the summer months. Prior to these visits to other countries, the students study the people and their culture. During the tour/visit, the students live among the people and visit sites of interest.

Within the Social Studies Department, advanced level students may concentrate in the International Studies area.

Advanced Study

Advanced study programs are available in the areas listed below. Students are assigned to advanced placement and honors classes by any combination of the following: (1) CAT scores, (2) teacher recommendation, (3) student request, (4) parent request, (5) recommendation from the screening committee (the screening committee interviews students, particularly minorities, whose actual grades or scores may exclude them but whose interests, aptitude, perserverence, and desire may include them).

	No. in Advanced Study 1982 - 83	Definition of Advanced Study
English	584	85th percentile or higher on CAT Reading and Language Sections
Math	276	Those students enrolled in Algebra II or above
Social Studies	187	Those students enrolled in Advanced Placement courses; or in Civilization and Cultures course
Science	412	Those students enrolled in courses beyond Biology and those enrolled in Advanced Placement courses
Foreign Language	72	Those students enrolled in the 3rd year and above

Extra Curricular and Co-Curricular Activities

Normal school organizations such as student government and normal school-wide activities such as dances and homecoming events are found at Enloe. Enloe offers numerous opportunities for student involvement. Nine teachers supervise intramural sports; approximately 150 students participate. School sponsored teams compete in football, basketball, soccer, volleyball, wrestling, baseball, softball, track, tennis, and cross-country, as well as swimming and gymnastics. Seventeen staff members assist the 233 participating students. Twenty-one teachers sponsor the clubs listed below. These clubs provide school related activities for approximately 500 students.

> Student Council; Cheerleaders; Chess, Cooperative Office Occupations; Distributive Education Club; Dramatics Club; French Club; Future Business Leaders of America; Future Homemakers of America; German Club; Health Occupations Students of America; Marshals; National Honor Society; Music Ensemble, Mens' Ensemble, Mixed Ensemble, Marching Band -- Color Guard, Majorettes, Concert Band, Wind Ensemble, and Pep Band; Pep Club; Publications -- Eagle's Eye, Quotannis, and Image; Service Club; Spanish Club, JCL (Latin Club); Vocational Industrial Clubs of America; Science Club; Enloe Literary Organization

ACHIEVEMENT

As the curricula in the Schools of Choice Programs have been expanded, many observers have become concerned that students in these programs receive adequate time and instruction in basic courses. One method of evaluating achievement is through the use of standardized achievement tests. Table 5 contains percentile equivalents of scale score means for the total student population in Wake County by grade level and for students at a given school at the same level. This table includes test results for 1981, 1982, and 1983. Although this gives an idea of achievement in Wake County over a three-year period, it should be noted that these scores do not reflect achievement of the same students over the same three-year period. A few trends seem to evolve from this data:

1. Achievement in reading, language, and math (as measured by the California Achievement Test) in Wake County is considerably above the average or norm for the test.
2. Over the past three-year period, achievement scores have continued to increase in grades 3, 4, and 5.
3. Achievement scores flucuate at the middle grades (6, 7, 8).
4. At all grade levels, achievement in math is slightly higher than in reading.

CALIFORNIA ACHIEVEMENT TEST RESULTS 1981 - 1983
(Percentile Equivalent of Scaled Score Mean) Table 5

GRADE 3

SCHOOL	TOTAL READING			TOTAL LANGUAGE			TOTAL MATH		
	1981	1982	1983	1981	1982	1983	1981	1982	1983
Wake County	68	69	71	76	77	78	75	75	75
Adams	74	77	84	83	86	88	79	86	89
Aversboro	71	76	74	80	82	83	85	87	87
Baucom	69	62	68	81	78	76	79	75	70
Brentwood	72	72	71	69	71	77	80	71	76
Briarcliff	71	79	79	74	84	86	72	82	80
Brooks	75	83	85	85	87	90	78	86	86
Bugg	63	58	63	76	70	67	75	62	63
Cary	75	78	80	78	81	80	82	86	84
Combs	76	75	71	76	79	77	75	73	68
Conn	53	56	56	64	66	72	73	64	72
Douglas	73	65	62	78	70	71	79	73	64
Farmington Woods	77	84	81	84	88	85	79	79	81
Fuller	55	48	59	67	56	70	63	57	68
Garner	58	52	58	61	63	72	61	62	68
Green	63	66	56	68	77	65	71	70	63
Hunter	71	62	70	82	71	72	71	61	69
Jeffreys Grove	74	78	80	81	81	80	80	84	76
Joyner	72	79	77	79	85	82	87	87	72
Lacy	75	70	68	86	79	73	84	76	63
Lincoln Heights	65	58	64	69	67	68	71	78	71

GRADE 3 - (Continued)

SCHOOL	TOTAL READING			TOTAL LANGUAGE			TOTAL MATH		
	1981	1982	1983	1981	1982	1983	1981	1982	1983
Lockhart		66	68		78	79		67	73
Longview	58	71	58	63	80	68	68	75	68
Lynn Road	66	73	79	74	79	82	68	76	74
Millbrook	71	72	67	79	79	74	75	72	71
North Ridge	86	85	83	89	93	87	91	90	82
Northwoods	72	74	67	77	75	70	74	75	71
Olds	78	70	75	84	72	73	86	78	73
Phillips	54	65	41	61	71	47	60	75	48
Poe	48	53	57	58	69	65	67	64	68
Powell	68	68	74	77	81	85	69	75	74
Rolesville	63	66	62	79	79	74	74	81	75
Root	86	80	76	90	83	78	94	87	79
Sherwood Bates	77	81	81	83	88	89	88	85	85
Smith	60	60	60	74	77	75	73	73	69
Stough	67	68	66	77	70	69	78	75	62
Swift Creek	68	49	60	81	68	73	73	59	57
Underwood	43		89	44		91	46		90
Vance	37	46	59	41	52	68	50	59	70
Vandora Springs	72	74	78	71	75	81	68	75	72
Wake Forest	47	51	55	55	56	63	65	66	72
Washington			80			86			81
Wendell	57	67	65	70	76	77	64	68	70

GRADE 3 - (Continued)

SCHOOL	TOTAL READING			TOTAL LANGUAGE			TOTAL MATH		
	1981	1982	1983	1981	1982	1983	1981	1982	1983
Wilburn	62	67	68	73	79	80	66	75	75
Wiley	50	60	72	60	58	72	61	69	75
Willow Springs	69	60	70	77	69	77	75	64	75
York	78	83	79	86	85	86	78	84	83
Zebulon	57	56	68	65	62	77	52	61	72

CALIFORNIA ACHIEVEMENT TEST RESULTS 1981 - 1983
(Percentile Equivalent of Scale Score Mean)

GRADE 4

SCHOOL	TOTAL READING			TOTAL LANGUAGE			TOTAL MATH		
	1981	1982	1983	1981	1982	1983	1981	1982	1983
Wake County	64	65	70	71	73	77	70	71	75
Adams	64	76	78	71	79	78	73	82	86
Apex	59	70	65	68	78	76	69	78	80
Aversboro	70	67	76	76	73	90	81	80	93
Brentwood	68	71	76	74	75	77	75	76	79
Briarcliff	68	63	78	71	71	78	75	67	77
Brooks	77	71	75	78	82	77	82	78	84
Bugg	68	61	56	70	62	62	77	74	61
Cary	78	71	75	83	84	88	83	86	84
Combs	76	71	78	80	80	78	78	76	70
Conn	48	58	74	55	59	78	53	59	70
Douglas	76	58	67	77	59	68	86	65	73
Farmington	79	78	85	85	80	88	82	79	86
Fuller	45	42	53	55	56	59	48	52	67
Fuquay	50	56	49	63	73	56	55	61	56
Garner	49	48	59	62	63	70	61	68	70
Green	73	67	78	72	76	80	84	79	77
Hunter	52	83	63	62	87	68	59	88	66
Jeffreys Grove	77	80	73	83	84	78	88	84	83
Joynep	46	56	75	54	67	81	63	67	86
Lacy	66	70	70	74	75	72	75	73	65
Lockhart	55	59	58	57	68	66	55	59	57

GRADE 4 (CONTINUED)

SCHOOL	TOTAL READING			TOTAL LANGUAGE			TOTAL MATH		
	1981	1982	1983	1981	1982	1983	1981	1982	1983
Longview	71	59	71	86	79	85	82	80	83
Lynn Road	66	68	71	72	76	81	63	68	67
Millbrook	72	63	66	75	73	74	74	71	62
North Ridge	77	76	77	79	85	80	79	85	79
Northwoods	72	76	79	75	76	79	70	78	80
Olds	64	71	67	74	80	67	67	83	69
Phillips	54	50	61	70	70	67	64	53	62
Poe	52	48	65	60	54	71	56	54	75
Powell	57	63	76	70	70	87	64	68	82
Rolesville	46	59	63	66	70	73	58	71	73
Root	72	85	80	81	94	89	81	92	83
Sherwood Bates	73	67	82	85	80	91	80	73	89
Smith	54	61	58	64	73	73	54	60	67
Stough	75	67	70	77	73	77	77	73	75
Swift Creek	56	67	53	60	73	58	61	68	43
Underwood	46		90	44		93	47		96
Vance	52	41	44	50	50	51	56	44	54
Vandora	71	77	77	77	80	84	74	76	72
Wake Forest	51	58	55	52	67	61	56	68	67
Washington			82			86			88

GRADE 4 (CONTINUED)

SCHOOL	TOTAL READING			TOTAL LANGUAGE			TOTAL MATH		
	1981	1982	1983	1981	1982	1983	1981	1982	1983
Wendell	57	56	62	64	65	71	67	65	58
Wilburn	52	58	65	65	67	75	62	58	67
Wiley	52	41	59	64	52	79	68	48	76
York	79	79	84	89	87	87	89	80	80
Zebulon	58	46	56	64	59	67	67	59	58

CALIFORNIA ACHIEVEMENT TEST RESULTS 1981 - 1983
(PERCENTILE EQUIVALENT OF SCALED SCORE MEAN)

GRADE 5

SCHOOL	TOTAL READING			TOTAL LANGUAGE			TOTAL MATH		
	1981	1982	1983	1981	1982	1983	1981	1982	1983
Wake County	69	70	71	75	76	77	71	71	73
Adams	74	76	81	82	85	82	84	85	90
Apex	63	71	74	69	76	82	62	71	75
Aversboro	60	67	69	65	73	82	68	71	65
Brentwood	69	70	74	79	82	81	70	76	73
Briarcliff	77	83	78	80	85	83	83	85	77
Brooks	79	80	81	83	84	83	82	79	82
Bugg	70	61	54	74	67	65	62	63	63
Cary	75	79	74	81	83	81	85	85	82
Combs	74	75	62	81	85	75	86	82	71
Conn	46	46	53	55	61	60	51	50	52
Douglas	75	71	70	72	75	75	80	80	77
Farmington	83	86	82	87	90	87	84	85	81
Fuller	51	44	59	64	50	60	48	39	49
Fuquay	53	59	56	68	68	70	54	67	59
Garner	62	59	54	73	71	72	62	65	64
Green	68	71	66	74	73	71	64	67	71
Hunter	70	86	86	73	88	88	77	88	88
Jeffreys Grove	80	79	79	83	87	85	81	83	77
Joyner	70	58	62	63	61	67	69	63	77

GRADE 5 - (CONTINUED)

SCHOOL	TOTAL READING			TOTAL LANGUAGE			TOTAL MATH		
	1981	1982	1983	1981	1982	1983	1981	1982	1983
Lacy	76	71	73	82	79	77	69	75	67
Lockhart	53	65	62	60	70	68	59	65	61
Longview	81	79	73	88	85	84	80	85	77
Lynn Road	76	73	77	79	76	81	77	71	73
Millbrook	72	76	68	76	79	74	74	75	68
North Ridge	78	75	87	82	84	90	86	83	91
Northwoods	76	78	73	77	80	73	73	73	75
Olds	75	70	74	74	76	88	73	76	89
Phillips	63	59	60	76	67	68	66	58	56
Poe	62	54	57	70	70	70	63	59	67
Powell	47	67	71	55	73	76	55	65	60
Rolesville	56	46	57	64	63	72	58	56	63
Root	82	74	79	88	85	85	80	81	71
Sherwood Bates	74	79	72	81	87	81	73	82	73
Smith	62	61	69	69	68	81	61	59	73
Stough	72	71	64	80	71	68	73	71	68
Swift Creek	55	61	64	64	65	71	54	63	68
Underwood	45		87	49		93	45		92
Vance	66	58	54	60	65	63	63	58	50
Vandora	69	71	75	75	76	76	72	68	77
Wake Forest	65	65	67	66	70	70	63	68	72

GRADE 5 - (CONTINUED)

SCHOOL	TOTAL READING			TOTAL LANGUAGE			TOTAL MATH		
	1981	1982	1983	1981	1982	1983	1981	1982	1983
Washington			74			79			77
Wendell	63	58	53	71	67	61	71	65	54
Wilburn	66	61	55	72	70	66	64	63	65
Wiley	63	67	64	69	70	75	52	68	65
York	87	82	77	91	85	85	82	82	75
Zebulon	53	58	54	65	59	66	55	59	60

CALIFORNIA ACHIEVEMENT TEST RESULTS 1981 - 1983
(PERCENTILE EQUIVALENT OF SCALED SCORE MEAN)

GRADE 6

SCHOOL	TOTAL READING			TOTAL LANGUAGE			TOTAL MATH		
	1981	1982	1983	1981	1982	1983	1981	1982	1983
Wake County	66	68	66	75	79	77	73	76	74
Apex	73	73	75	80	84	84	89	83	79
Carnage	48	53	58	55	63	68	50	56	56
Carroll			67			76			72
Cary Elem.	77	74	76	89	87	84	91	88	85
Daniels			68			81			77
East Garner	59	61	60	71	74	71	62	65	62
East Millbrook			67			77			74
Fuquay Middle	62	57	59	68	69	73	76	73	73
Garner Elem.	58	60	59	63	71	67	54	63	64
Kingswood	74	72	70	85	83	82	83	81	82
Ligon (Crosby)	66	71	70	77	82	82	74	76	76
Martin	78	81	73	85	87	84	86	87	83
Swift Creek	57	69	64	69	80	70	64	76	76
Wake Forest	46	57	53	52	67	62	56	69	62
West Millbrook			75			86			86
Whitley	56	55	55	64	66	67	62	64	60
Zebulon	50	55	59	55	59	64	50	59	62

CALIFORNIA ACHIEVEMENT TEST RESULTS 1981 - 1983
(PERCENTILE EQUIVALENT OF SCALED SCORE MEAN)

GRADE 7
1981 - 1983

SCHOOL	TOTAL READING			TOTAL LANGUAGE			TOTAL MATH		
	1981	1982	1983	1981	1982	1983	1981	1982	1983
Wake County	66	73	68	70	77	74	73	79	75
Apex Middle	78	76	72	83	79	79	85	85	88
Carnage	57	52	54	64	56	59	61	56	54
Carroll	77	70	70	80	75	77	78	75	78
Daniels	60	70	72	64	71	74	66	73	74
East Cary	71	78	72	76	79	80	85	89	90
East Garner	64	63	59	68	68	65	65	67	65
East Millbrook	65	70	68	67	71	74	72	73	75
Fuquay Varina	55	59	61	57	68	70	72	75	71
Ligon	45	68	70	51	73	76	55	71	72
Martin	74	78	78	79	82	84	80	80	83
Wake Forest	48	50	62	55	56	64	58	63	67
West Cary	70	68	70	66	70	74	71	70	72
West Millbrook	79	78	80	81	80	81	84	83	83
Whitlet	52	59	53	55	65	62	60	61	65
Zebulon Sr.	49	48	55	52	44	58	60	54	64

CALIFORNIA ACHIEVEMENT TEST RESULTS 1981 - 1983
(PERCENTILE EQUIVALENT OF SCALED SCORE MEAN)

GRADE 8

SCHOOL	TOTAL READING			TOTAL LANGUAGE			TOTAL MATH		
	1981	1982	1983	1981	1982	1983	1981	1982	1983
Wake County	64	72	69	66	73	72	67	73	72
Apex Middle	69	75	76	74	79	77	75	79	80
Carnage	49	54	54	53	58	58	49	52	57
Carroll	75	75	74	76	76	78	78	73	75
Daniels	70	68	69	65	67	73	67	67	72
East Cart	66	68	72	68	70	75	73	78	81
East Millbrook	68	70	72	68	68	75	71	67	73
Fuquay Varina	43	50	61	46	58	66	53	61	71
Ligon	44	59	75	46	59	77	46	56	72
Martin	74	73	78	74	75	83	71	70	78
North Garner	60	61	60	65	65	64	64	67	62
Wake Forest	45	52	54	48	58	55	53	56	61
West Cary	68	70	69	68	68	72	71	67	70
West Millbrook	78	79	80	82	80	83	82	83	84
Whitley	51	50	57	57	54	62	52	50	56
Zebulon Sr.	47	44	48	48	48	45	56	54	56

CALIFORNIA ACHIEVEMENT TEST RESULTS 1981 - 1983
(PERCENTILE EQUIVALENT OF SCALED SCORE MEAN)

GRADE 9
1981 - 1983

SCHOOL	TOTAL READING			TOTAL LANGUAGE			TOTAL MATH		
	1981	1982	1983	1981	1982	1983	1981	1982	1983
Wake County	62	66	69	63	69	72	62	67	69
Apex Sr.	70	72	77	68	73	78	69	74	77
Athens Drive			60			63			60
Broughton			72			73			67
East Cary	65	72	73	66	73	78	72	76	81
East Wake	47	51	50	45	54	55	47	49	50
Enloe	66	64	74	65	64	74	63	61	68
Fuquay Sr.	49	47	55	49	51	63	51	49	59
Millbrook Sr			76			81			76
North Garner	61	60	65	64	68	72	63	64	67
Sanderson			75			78			75
Wake Forest Sr.	49	58	54	59	59	56	59	63	60
West Cary	66	75	69	66	77	69	65	75	67
Zebulon Sr.	42	43	55	50	51	59	47	53	61

The total enrollment in the schools listed in Table 5 may have either increased or decreased during 1982-83. (See table 1.) Using the number of students who transferred out of these schools in 1981-82 to a school with a magnet program, the percentage of transfer to a magnet was calculated. Table 6 is a list of schools which lost 10% or more of the 1981-82 enrollment to a magnet program.

Table 6
Schools With 10% of Student Population or More
Transferring to a Magnet Program

School	% Transferred to Magnet
Brooks	10.9
*Combs	20.2
Douglas	15.7
*Hunter	14.2
Jeffreys Grove	11.7
*Joyner	14.3
*Lacy	15.2
Longview	16.3
Sherwood Bates	16.5
Stough	15.9
Swift Creek	12.3
Wilburn	13.3
*Wiley	14.7
York	13.1
Millbrook Senior	10.6

Lynn Road and Daniels Middle experienced 9.8% and 9% losses respectively.

The question has been raised as to whether or not this transfer out caused a decrease in schoolwide performance from 1981-82 to 1982-83. If one follows a group of students longitudinally, there does not appear to be a consistent correlation between test scores and percentage of students who transferred out.

Methodology and Limitations

Achievement test scores for individual students currently enrolled in magnet programs were collected for 1981-82 and 1982-83. At grades 5 and 8, three years of scores were available thus enabling the matching of scores over a three-year period at these grade levels. Wake County Public Schools administers the California Achievement Test, Form C, Levels 13C - 18C in grades 3-9. Several difficulties were experienced in this process:

1. I.D. numbers were available on test scores for 1982 only. This resulted in the use of other criteria to match scores of students. Sex, race, school, similarity of name were used to manually match scores.
2. The number of matches over the two or three-year period is somewhat low. Due to lack of proper identification and/or transfer in and transfer out of the system, matches were accomplished for approximately 50% of the students. This should result in a random error and therefore it is assumed that the data presented is a fair representation of the effect of the magnet programs.
3. Two different companies scored tests given in this system over the past three years. Each company used a different format which made programming cumbersome.
4. In 1982 Chapter I students were tested off-level and scores were stored on a separate research tape.

Using computer resources, data was analyzed by magnet program type. Scaled scores were used for all calculations. Mean scale scores were then converted to a percentile equivalent. Table 7 presents the mean scores in percentile form by magnet program type.

A common error made is that scores of a group (i.e. a grade level) are compared from one year to the next without regard to grade placement. This does not trace the performance of the same group of children and is thus like comparing apples and oranges. The procedure used in this study followed the same group of students regardless of previous school assignment.

One limitation of a study conducted after one year of operation is that it is impossible to determine the effects of the treatment over time. The experience of many researchers has been that test scores tend to go down the first year due to problems of implementation.

Interpretation of Mean Scores by Program

After studying the mean scores by program type in Table 7, the following statements can be made regarding achievement as measured by a standardized test (California Achievement Test):

1. Overall, achievement of magnet school students has not changed significantly. Some losses are observed but scores are consistently above average.
2. Test scores in reading, language and math seem to drop consistently from third grade to fourth grade whether or not the child is in a magnet program.
3. It is noteworthy that in reading and language, G.T. Students appear to have experienced a loss from grade 3 to 4, which was before implementation of the new program and began to regain this loss from grade 4 to 5 which was during the year of implementation.
4. Of concern are losses in the area of math in Elementary G.T. and Elementary Classical Studies Programs.

5. There are not consistent differences in achievement as to type to magnet program, however a few trends may be emerging.
   a. Students in the International Studies Program seemed to consistently experience gains in reading, language, and math. A caution here is that the numbers are small but are probably sufficient to be reliable.
   b. Performance of students in Extended Day Programs is somewhat stable with increases in all areas.
   c. Elementary Classical Studies students' scores in reading increased while their math scores decreased.

Data was also analyzed by quartiles. A quartile represents 25 percent of the total number of student scores on a given subject at a grade level.

In effect a local norm was used in that the test scores were ranked from low to high and 25 percent assigned to each quartile. (When a national norm is used, the following percentile scores form a quartile: 1-25 quartile 1; 26-50 quartile 2; 51-75 quartile 3; and 76-99 quartile 4.) The mean scaled score for each quartile for each year by program type was calculated. The results are shown in Table 8.

This procedure revealed the students in the fourth quartile (75th percentile to 99th percentile) generally showed an improvement in test scores or maintained the status quo. Mean scores for quartiles one, two and three varied. In some cases there were slight gains; in others, losses. Once again, a larger number of gains are seen in reading and language and a larger number of losses in math. Students in the International Studies Program showed gains in all but a few areas in all quartiles; all consistently improved in reading and language arts.

Achievement of base and draw students is shown in Table 9. Only mean scores were analyzed here due to the low numbers in some categories. (Several grade levels have less than 30 students in a base or draw category.) Generally, the mean scores for draw students is higher than for their base counterparts except in the Extended Day and Middle Classical Studies Programs where the gap is not as wide.

TABLE 7

Mean Scores by Magnet Program Type

	Number of Students	Reading %ile	Language %ile	Math %ile
GIFTED AND TALENTED				
Grade 4				
1981-82	636	64	72	72
1982-83	636	59	67	66
Grade 5				
1980-81	599	67	76	74
1981-82	599	61	70	69
1982-83	599	64	71	65
Grade 6				
1981-82	421	72	77	75
1982-83	421	68	78	74
Grade 7				
1981-82	443	80	86	84
1982-83	443	78	83	82
Grade 8				
1980-81	288	80	86	84
1981-82	288	79	84	83
1982-83	288	78	82	78
Grade 9				
1981-82	206	81	82	77
1982-83	206	83	83	76
INTERNATIONAL STUDIES				
Grade 4				
1981-82	65	64	76	73
1982-83	65	69	76	75
Grade 5				
1980-81	46	57	66	69
1981-82	46	53	59	59
1982-83	46	58	74	66
CLASSICAL STUDIES				
Grade 4				
1981-82	128	68	78	75
1982-83	128	69	74	71

TABLE 7 (CONTINUED)

	Number of Students	Reading %ile	Language %ile	Math %ile
Grade 5				
1980-81	85	76	84	86
1981-82	85	72	80	81
1982-83	85	75	83	70
Grade 6				
1981-82	147	54	64	57
1982-83	147	54	62	52
Grade 7				
1981-82	266	57	66	63
1982-83	266	61	67	64
Grade 8				
1980-81	166	50	59	53
1981-82	166	53	58	58
1982-83	166	54	58	57
EXTENDED DAY				
Grade 4				
1981-82	108	64	72	71
1982-83	108	71	74	74
Grade 5				
1980-81	115	69	77	78
1981-82	115	67	77	75
1982-83	115	70	80	78

TABLE 8

Profile of Scores by Magnet Type

	Number of Students	Reading %ile	Language %ile	Math %ile
GIFTED AND TALENTED				
Grade 4				
Quartile #4				
1981-82	159	93	95	95
1982-83	159	92	94	95
Quartile #3				
1981-82	159	74	82	81
1982-83	159	68	77	73
Quartile #2				
1981-82	159	50	62	63
1982-83	159	46	53	51
Quartile #1				
1981-82	159	19	26	30
1982-83	159	17	23	25
Grade 5				
Quartile #4				
1980-81	150	95	96	96
1981-82	150	93	95	96
1982-83	150	93	96	94
Quartile #3				
1980-81	149	75	85	81
1981-82	149	71	79	75
1982-83	149	72	80	74
Quartile #2				
1980-81	150	52	67	64
1981-82	150	51	58	53
1982-83	150	49	60	53
Quartile #1				
1980-81	150	23	29	35
1981-82	150	18	26	27
1982-83	150	21	24	22
Grade 6				
Quartile #4				
1981-82	105	97	97	92
1982-83	105	96	99	99

TABLE 8 (CONTINUED)

	Number of Students	Reading %ile	Language %ile	Math %ile
Quartile #3				
1981-82	105	84	88	86
1982-83	105	81	89	85
Quartile #2				
1981-82	106	55	63	62
1982-83	106	52	62	57
Quartile #1				
1981-82	105	18	21	18
1982-83	105	18	24	19
Grade 7				
Quartile #4				
1981-82	111	99	99	99
1982-83	111	97	99	99
Quartile #3				
1981-82	110	89	93	91
1982-83	110	88	91	90
Quartile #2				
1981-82	111	67	78	74
1982-83	111	66	72	71
Quartile #1				
1981-82	111	32	39	34
1982-83	111	26	35	32
Grade 8				
Quartile #4				
1980-81	72	99	99	99
1981-82	72	97	99	99
1982-83	72	99	99	97
Quartile #3				
1980-81	72	91	92	92
1981-82	72	90	93	91
1982-83	72	88	90	87
Quartile #2				
1980-81	72	69	76	74
1981-82	72	72	74	75
1982-83	72	68	71	69
Quartile #1				
1980-81	72	28	36	32
1981-82	72	24	29	31
1982-83	72	23	28	30

TABLE 8 (CONTINUED)

	Number of Students	Reading %ile	Language %ile	Math %ile
Grade 9				
Quartile #4				
1981-82	51	99	97	96
1982-83	51	98	97	97
Quartile #3				
1981-82	52	86	86	82
1982-83	52	89	89	80
Quartile #2				
1981-82	51	68	71	67
1982-83	51	71	74	64
Quartile #1				
1981-82	52	44	43	42
1982-83	52	46	45	38
INTERNATIONAL STUDIES				
Grade 4				
Quartile #4				
1981-82	16	94	97	93
1982-83	16	92	99	96
Quartile #3				
1981-82	16	71	83	79
1982-83	16	74	83	82
Quartile #2				
1981-82	17	47	64	69
1982-83	17	60	60	64
Quartile #1				
1981-82	16	23	31	39
1982-83	16	32	33	35
Grade 5				
Quartile #4				
1980-81	11	91	94	96
1981-82	11	89	91	93
1982-83	11	90	97	97
Quartile #3				
1980-81	12	71	79	83
1981-82	12	67	74	65
1982-83	12	68	85	74

TABLE 8 (CONTINUED)

	Number of Students	Reading %ile	Language %ile	Math %ile
Quartile #2				
1980-81	11	44	59	63
1981-82	11	40	46	46
1982-83	11	49	58	47
Quartile #1				
1980-81	12	14	16	21
1981-82	12	12	19	21
1982-83	12	20	26	21
CLASSICAL STUDIES				
Grade 4				
Quartile #4				
1981-82	32	95	97	96
1982-83	32	95	96	95
Quartile #3				
1981-82	32	80	88	83
1982-83	32	79	85	78
Quartile #2				
1981-82	32	51	66	68
1982-83	32	54	61	60
Quartile #1				
1981-82	32	21	33	34
1982-83	32	23	26	29
Grade 5				
Quartile #4				
1980-81	21	96	99	99
1981-82	21	96	99	99
1982-83	21	96	99	95
Quartile #3				
1980-81	21	87	92	92
1981-82	21	82	90	89
1982-83	21	86	91	78
Quartile #2				
1980-81	22	65	79	82
1981-82	22	60	71	69
1982-83	22	63	76	62

TABLE 8 (CONTINUED)

	Number of Students	Reading %ile	Language %ile	Math %ile
Quartile #1				
1980-81	21	30	35	49
1981-82	21	26	28	29
1982-83	21	24	33	26
Grade 6				
Quartile #4				
1981-82	37	88	91	89
1982-83	37	86	92	85
Quartile #3				
1981-82	36	63	72	68
1982-83	36	61	71	59
Quartile #2				
1981-82	37	41	50	46
1982-83	37	41	47	42
Quartile #1				
1981-82	37	20	26	21
1982-83	37	21	26	19
Grade 7				
Quartile #4				
1981-82	66	88	94	93
1982-83	66	90	93	91
Quartile #3				
1981-82	67	66	77	72
1982-83	67	70	75	72
Quartile #2				
1981-82	66	47	58	47
1982-83	66	51	53	52
Quartile #1				
1981-82	67	23	28	23
1982-83	67	24	28	26
Grade 8				
Quartile #4				
1980-81	41	85	91	89
1981-82	41	88	90	88
1982-83	41	87	89	87
Quartile #3				
1980-81	42	59	67	63
1981-82	42	62	67	68
1982-83	42	63	67	64

TABLE 8 (CONTINUED)

	Number of Students	Reading %ile	Language %ile	Math %ile
Quartile #2				
1980-81	41	42	46	42
1981-82	41	44	48	48
1982-83	41	44	50	47
Quartile #1				
1980-81	42	15	22	16
1981-82	42	17	19	21
1982-83	42	27	20	23
EXTENDED DAY				
Grade 4				
Quartile #4				
1981-82	27	94	97	96
1982-83	27	96	99	99
Quartile #3				
1981-82	27	75	86	82
1982-83	27	82	82	82
Quartile #2				
1981-82	27	51	55	64
1982-83	27	56	60	52
Quartile #1				
1981-82	27	18	20	25
Grade 5				
Quartile #4				
1980-81	29	95	96	96
1981-82	29	94	96	99
1982-83	29	94	97	97
Quartile #3				
1980-81	28	79	83	86
1981-82	28	75	84	82
1982-83	28	78	86	85
Quartile #2				
1980-81	29	57	67	69
1981-82	29	57	63	62
1982-83	29	60	70	66
Quartile #1				
1980-81	29	26	36	44
1981-82	29	25	36	33
1982-83	29	24	36	35

TABLE 9

Comparison of Achievement of Base and Draw Students

	Number of Students	Reading %ile	Language %ile	Math %ile
GIFTED AND TALENTED				
Base				
Grade 4				
1981-82	531	61	71	70
1982-83	531	57	66	64
Grade 5				
1980-81	490	63	73	70
1981-82	490	57	67	65
1982-83	490	59	68	61
Grade 6				
1981-82	310	63	70	67
1982-83	310	60	71	66
Grade 7				
1981-82	283	72	82	79
1982-83	283	71	77	75
Grade 8				
1980-81	235	78	84	82
1981-82	235	76	81	80
1982-83	235	74	78	75
Grade 9				
1981-82	123	71	73	68
1982-83	123	75	77	66
Draw				
Grade 4				
1981-82	105	74	75	78
1982-83	105	69	75	76
Grade 5				
1980-81	109	82	85	87
1981-82	109	78	82	82
1982-83	109	78	83	80
Grade 6				
1981-82	111	89	91	90
1982-83	111	87	91	90
Grade 7				
1981-82	160	90	91	91
1982-83	160	87	92	91

TABLE 9 (CONTINUED)

	Number of Students	Reading %ile	Language %ile	Math %ile
Grade 8				
1980-81	53	89	92	92
1981-82	53	89	93	90
1982-83	53	91	93	89
Grade 9				
1981-82	83	92	90	89
1982-83	83	92	90	87
INTERNATIONAL				
Base				
Grade 4				
1981-82	49	58	75	70
1982-83	49	68	73	75
Grade 5				
1980-81	36	49	59	67
1981-82	36	48	52	54
1982-83	36	52	69	65
Draw				
Grade 4				
1981-82	16	79	81	81
1982-83	16	70	83	75
Grade 5				
1980-81	10	81	83	78
1981-82	10	72	82	74
1982-83	10	77	87	69
CLASSICAL				
Base				
Grade 4				
1981-82	104	66	77	74
1982-83	104	67	72	70
Grade 5				
1980-81	66	77	85	86
1981-82	66	72	79	79
1982-83	66	74	83	71
Grade 6				
1981-82	117	49	61	54
1982-83	117	48	58	48

TABLE 9 (CONTINUED)

	Number of Students	Reading %ile	Language %ile	Math %ile
Grade 7				
1981-82	243	57	68	62
1982-83	243	60	66	63
Grade 8				
1980-81	141	50	58	55
1981-82	141	54	58	59
1982-83	141	54	59	57
Draw				
Grade 4				
1981-82	24	75	82	81
1982-83	24	75	80	75
Grade 5				
1980-81	19	74	79	88
1981-82	19	72	82	85
1982-83	19	77	82	65
Grade 6				
1981-82	30	75	74	74
1982-83	30	72	76	66
Grade 7				
1981-82	23	62	72	67
1982-83	23	69	69	71
Grade 8				
1980-81	25	51	64	47
1981-82	25	50	58	53
1982-83	25	51	54	52
EXTENDED DAY				
Base				
Grade 4				
1981-82	63	67	72	73
1982-83	63	74	77	77
Grade 5				
1980-81	77	69	76	80
1981-82	77	69	77	76
1982-83	77	69	80	80
Draw				
Grade 4				
1981-82	45	60	71	70
1982-83	45	66	70	69

TABLE 9 (CONTINUED)

	Number of Students	Reading %ile	Language %ile	Math %ile
Grade 5				
1980-81	38	71	78	76
1981-82	38	66	76	72
1982-83	38	71	80	72

ATTITUDES TOWARD THE SCHOOLS OF CHOICE PROGRAM

Attitudes toward the Schools of Choice Programs were assessed by surveying all teachers, parents, and elementary and secondary students in the in the Magnet School Programs and by conducting focused group interviews with parents and students. In general, the attitudes towards the Schools of Choice Program were quite positive. The summaries of results (below) for each group reveal the basic pattern of positive attitudes while showing some concerns of each respondent group.

Summary of Teacher Attitudes

The survey of teachers reveals that a majority have a positive opinion of the Schools of Choice Programs. The teachers feel they are adequately prepared to teach and the majority do not want additional staff development activities. Length of class periods and number of electives are issues on which there is not a clear consensus. Apparently, there have been some start-up problems which need attention -- multigrade electives, lack of materials, and inadequate written curricula for the electives. The middle school programs teachers have the least positive attitudes, but a majority were still positive. Further, teachers were much more likely to express positive opinions about the program and the school if the teacher had chosen to teach in the school.

Summary of Parent Attitudes

Parents were both surveyed and interviewed and are quite positive in their overall assessment of the magnet schools and programs. They see magnet schools as distinctly more desirable than forced busing. Draw parents were more enthusiastic than base parents. Classical middle parents and base extended day parents were not as enthusiastic as other parents in the survey about their program. Concerns were expressed in both the surveys and interviews about elective offerings, bus transportation, and coverage of the basics. Draw parents tended to be more concerned about elective offerings and bus transportation while base parents were more concerned about the length of time spent in the basic courses.

Summary of Elementary Student Attitudes

In both the survey and the interviews, students were not as positive about the extended day program as other programs possibly because it competes with being at home and family. The survey found classical students not as positive as in the interviews. This may be because classical students see their program as traditional and thus less exciting even though they liked the experience. In general, though, the elementary students were positive regardless of program type.

Draw students were not discernably different from base students, except in the concerns with their unique problems of lengthy bus rides, student behavior on buses and integration into a new student population. Draw and base students seemed to share concerns over elective offerings and time spent in classes.

Summary of Secondary School Attitudes

The secondary students indicated in both the surveys and interviews that they had positive experiences in school and with the magnet program.

The senior high gifted and talented students were quite enthusiastic about their program. The middle gifted and talented students were not as positive, while the middle classical students were even less so. It may be that the strict and serious image of the classical magnet dampers some student enthusiasm. Draw students were not discernibly different from base students, except in the concerns with their unique problems of lengthy bus rides. Overall, their positive attitudes consistently prevailed. While still generally positive, however, the middle schools, regardless of type of program, seem to be seen not as favorably as other schools. It may be that this is due to the developmental problems of students of these ages. Draw parents and students were generally more positive than base parents and students. Finally, teachers who choose to teach in the school were more positive than those who were assigned.

An Illustration of Results

The attitude studies are appended to this report, and should be carefully considered prior to drawing conclusions about the Schools of Choice Program. (See Appendix IV)

The studies, however, are somewhat technical. Further, some of the data illustrate the overall conclusions. The parents and students in the focus group interviews, for example, indicated that with only rare exception they would choose to repeat this year's experience. The surveys also asked similar questions that compared this year to last. (See Table 10).

The table reveals that a majority of the teachers believe the Schools of Choice Program has been worth the effort and three-fourths of them would choose to teach in a magnet school, after this year's experience. Comparatively, teachers see the program as some effort, but resulting in a desirable teaching situation.

The table also reveals that 88% of the parents like their school the same or better compared to last year's school. Another way to say it, is that of those who saw a change (more and less) 78% saw a positive change. While the second item is not comparation of last year's experience with this year's, but it does tap the strength of parent's approval, which seems quite strong. For parents, the Schools of Choice Program seems to have been an improvement in the Wake County Schools.

Elementary students seem to like school better this year (78%) and are sufficiently attached to their magnet school to prefer it over another school (67%). Elementary students have found the magnet program to be an improvement in their education.

The secondary students similarly like school better this year (63%) and would choose their magnet school over other schools (69%). Again, the Schools of Choice Programs are seen by secondary students as an improvement in their educational experience.

The illustration could be more elaborate but the pattern is clear. For teachers, parents, and students the magnet program has created a desirable experience. Middle schools, consistently, are not seen as positively as the other magnet schools. Draw parents and students were more positive than base. Teachers who chose to teach in the school were more positive than those who did not.

A summary of all responses is found in Tables 11-14. These data are presented by program type in Appendix IV.

Table 10

ILLUSTRATIVE DATA FROM TEACHER, PARENT AND STUDENT SURVEYS

Teachers	Percent Agreeing or Strongly Agreeing
All in all, the Schools of Choice Program has been worth the effort.	59%
If you have a choice, will you opt to teach in a magnet school next year.	75%

Parents	Percent Same	Percent More	Percent Less
Compared to last year, I like my child's school	48%	40%	12%

	Percent "Yes"
I would recommend this school to other parents.	89%

Elementary Students	Percent "Yes"
I like school better this year than last.	78%
I would choose to come to this school rather than another school.	67%

Secondary Students	Percent "Yes"
I like school better this year than last.	63%
If I could start over, I would choose this school rather than another.	69%

Table 11

Tabulation of Responses

Magnet School Teacher Survey

		Strongly-Agree Agree	Neutral	Disagree-Strongly Disagree
General Assessment				
1.	I like teaching this year.	78%	11%	11%
19.	All in all, the Magnet School Program has been worth the effort.	59%	19%	22%
20.	If I have a choice, I will opt to teach in this magnet school next year.	75%	12%	13%
Special Issues				
A.	Students and Instruction			
2.	My students seem to like school this year.	83%	13%	5%
3.	Most of my students are motivated to learn this year.	69%	16%	15%
4.	Teacher expectations of students are high in the Magnet Schools.	73%	18%	9%
5.	Student behavior is good this year.	44%	21%	35%
16.	Students have successfully adjusted to the schedule.	68%	17%	15%
17.	Students have chosen well-balanced schedules.	37%	31%	32%
B.	Materials			
6.	I have more materials for basic courses this year than last year.	18%	33%	49%
11.	I have had adequate materials to implement the elective courses.	31%	17%	52%

		Strongly-Agree Agree	Neutral	Disagree-Strongly Disagree
C.	Time and Coverage			
7.	The length of classes is sufficient for students to learn basic skills.	38%	14%	48%
8.	The basics are being adequately covered this year.	55%	19%	26%
14.	Time spent in elective courses should be increased.	13%	15%	72%
D.	Curriculum			
9.	Existing curricula are adequate to guide preparation in the basic skills (language arts, math, science, social studies).	57%	23%	20%
12.	Written curricula are adequate to guide preparation in elective courses.	26%	22%	52%
15.	Multigrade electives are acceptable.	39%	22%	39%
E.	Preparation Time			
10.	I would like more staff development activities that prepare me to teach.	40%	25%	35%
18.	I have had adequate planning time this year for basic courses.	38%	14%	48%
F.	Teachers Prepared			
13.	I am adequately prepared to teach.	90%	5%	5%

Table 12

Tabulation of Responses for All Programs

Magnet School Parent Survey

General Assessment	Percentage of Responses
1. This year my child likes the school he or she attends.	Yes 92% No 8%
2. This year, I like my child's school.	Yes 92% No 8%
3. Compared to last year, I like my child's school.	More 48% Same 40% Less 12%
4. My child was assigned to the Magnet Program at my request.	Yes 56% No 44%
9. I would recommend this school to other parents.	Yes 89% No 11%
Special Issues	
5. I am pleased with my child's class schedule.	Yes 83% No 17%
6. Class periods are long enough for my child.	Yes 82% No 18%
7. I feel my child's teachers are well-prepared.	Yes 91% No 9%
8. My child's teachers are available to talk with me about my child's school work.	Yes 95% No 5%
10. My child rides the school bus.	Yes 89% No 11%
11. I am satisfied with the bus transportation provided for my child.	Yes 68% No 32%
12. I am satisfied with my child's progress this year.	Yes 82% No 18%
13. If your child has electives, are you satisfied with them?	No Electives 16% Yes 70% No 14%

14. The choice of electives is: Too Few 12% Adequate 70% Too Many 18%

Table 13

Tabulation of Responses for all Magnet Programs
Elementary Student Survey

	Percentage of Responses	
General Assessment	Yes	No
1. I like school better this year than last year.	78%	22%
2. I like my new subjects this year.	87%	13%
3. School is fun this year.	82%	18%
8. I would choose to come to this school rather than another school.	67%	33%
Special Issues		
4. This is a good school.	87%	13%
5. I like changing rooms for different classes.	81%	19%
6. I like the school bus.	70%	30%
7. I like to ride the school bus.	48%	52%
9. My parents and I talk about school a lot.	64%	36%

Table 14

Tabulation of Responses for all Magnet Programs
Secondary Student Survey

	Percentage of Responses	
	Yes	No
General Assessment		
1. My parents and I requested magnet assignment.	45%	55%
2. I like school better this year than last year.	62%	38%
8. If I could start this year over, I would choose to come to this school rather than to another.	69%	31%
Special Issues		
3. I was able to schedule most of the elective subjects I wanted.	70%	30%
4. I like the elective subjects I am taking.	79%	21%
5. Class periods are long enough for me to learn the subjects.	82%	18%
6. I am assigned to ride the school bus.	78%	22%
7. Bus transportation which is provided is satisfactory.	72%	28%

SPECIAL UNDERSTANDINGS IN SCIENCE, SOCIAL STUDIES AND FOREIGN LANGUAGES

By design, science and social studies were to receive equal emphasis with the other basic areas in the Elementary Gifted and Talented Programs. Language Arts and writing received emphasis in the Elementary Classical Studies Programs, while Foreign Languages abound in the International Studies Programs. Coupled with the study of Foreign Languages was a study of other cultures which broadens the social studies curriculum. Foreign Languages were also offered in the G-T Schools but the selection was basically limited to French or Spanish.

In order to obtain baseline data in the areas of science and social studies, the Comprehensive Tests of Basic Skills, Science and Social Studies subtests were administered to all fourth and fifth grade students in the Wake County Schools in May 1983. Below is an indication of the performance of Wake County students. Additionally, mean scores are reported for each magnet program and the regular school program.

Table 15

Science and Social Studies Achievement
Grades 4 and 5
As Measured by The Comprehensive Test of Basic Skills (1982-83)

	Grade 4			Grade 5		
	# Students	Science %tile	Soc. St. %tile	# Students	Science %tile	Soc. St. %tile
Classical Studies Magnet	219	65	68	190	65	72
Extended Day	148	66	64	172	56	63
Gifted&Talented	1054	68	62	1029	67	64
International	121	63	67	116	59	59
Non-Magnet Schools	2022	72	67	2242	65	68
WAKE COUNTY TOTALS (ALL SCHOOLS)	3553	67	62	3930	64	66

*Percentile scores are based on scale score means

The following observations are made regarding the performance of students in science and social studies in the various programs:

1. Science and social studies scores are generally above the National Average as is true for math, language and reading achievement of students in Wake County.

2. The mean score in social studies for students enrolled in the Classical Studies Program at both grades 4 and 5 are above scores in other magnet programs, in the non-magnet schools and above the county-wide mean. This result was more pronounced in grade 5.

3. There is a difference in the sicence achievement of fourth grade students enrolled in the magnet programs and the regular program. The mean score of students in the non-magnet schools is higher.

4. Science achievement of fifth grade students in the Classical Studies magnets, Gifted and Talented Magnets, and the non-magnet schools are higher than those of the International Studies magnets and Extended Day Magnets. Fifth grade students in the Gifted and Talented Schools scored highest.

Foreign language proficiency was assessed in four schools: Washington, Wendell, Underwood, G-T Magnets, and Wiley, International Studies Magnet. Students in these schools who had been enrolled in a foreign language elective, for the entire year were tested individually using the Foreign Service Institute Proficiency Test to obtain rating of proficiency.

A number of problems are involved in the assessment of foreign language proficiency for young children. Factors such as reading level, developmental age, and lack of availability of standardized instruments limits evaluation in this area. An oral approach is used to teach young children foreign language. Grammar is not introudced until the middle grades. Since this is the case, the Foreign Service Institute Proficiency Test was selected for use in the four schools named above. In order to administer this test, teachers attended special training sessions during which they learned to systematically test students oral language.

Accent, grammar, vocabulary, fluency, and comprehension are judged. The resulting rating are as follows:

P-0	No practical speaking proficiency (knows isolated words and phrases).
P-1	Elementary Proficiency (Able to satisfy routine daily needs and minimum courtesy requirements.)
P-2	Limited Proficiency (Can handle with confidence casual conversations about family, work, play, current events.)
P-3	Basic Proficiency (Able to speak the language with sufficient structural accuracy and vocabulary to participate in most formal and informal conversations.)
P-4	Full Proficiency (Able to use the language fluently on all levels normally pertinent to school related needs.)
P-5	Native or Bilingual Proficiency (Speaking proficiency equivalent to an educated native.)

For a point of reference, most teachers of foreign language would score between P-3 and P-5. Thus, a great deal of work must be done before moving from one level to another. In order to make the instrument more sensitive at the beginning level, Wake County's Foreign Language Department subdivided the 0 level into three additional categories.

The P-O+ level subdivisions were:

POA	Unable to function in the spoken language.
POB	Able to operate within very predictable areas of need.
POC	Able to satisfy immediate needs using learned utterances.

Table 4 indicates the number of students tested in a specific language and the proficiency rating.

Table 16

Foreign Language Proficiency of Elementary Students
As Rated by the Foreign Service Institute Proficiency Test

Language	POA					POB					POC					PO+					P-1				
	K	1	2	3	4	K	1	2	3	4	K	1	2	3	4	K	1	2	3	4	K	1	2	3	4
French						1	15	6	5	7	3	1	7	13	16	1			1	1				1	1
Spanish	2	6	4	5	11	4	4	10	5	8	1	1	6	18	5				1	3				5	
German																2	1	2	4	2	1		3	1	2
Japanese	1							2	1															1	
Chinese	1	—	1			1		1	1				1	1	2										
Total	31/15%					71/34%					75/36%					17/8%					15/7%				

The purpose of this pilot study was to determine if achievement in oral foreign language could be measured and to determine problems involved in assessment of this nature. According to Table 16, Spanish and French were the most popular foreign languages. A larger number of second, third and fourth grade students selected foreign language as an elective than did students in kindergarten and first grade. After one year of foreign language elective, approximately 70% of the students earned a rating of POB or POC indicating that they are able to use common expressions and perform in a limited manner within very predictable settings using learned phrases in the foreign language. Fifteen percent of those tested were judged to know practically none of the second language. Conversely, approximately 15% were functioning at a P-0+ or P-1 level indicating they know isolated words and phrases or have achieved elementary proficiency. The grade in which the student was enrolled did not seem to be a big issue so far as achievement was concerned.

It appeared that in each language the curriculum mandated the teaching of greetings, numbers, colors, and names of body parts, foods, clothing, time, seasons of the year, age and name of the student and prepositions such as in, on, under, between. Oral language was taught. This is an appropriate developmental age for students to succeed in mastery of oral language and oral vocabulary.

Four problems associated with the implementation of the foreign language electives are listed below:

1. Administrators indicated there were some start-up problems.
2. According to the comments on the questionnaires completed by parents, there was some misunderstanding as to the purpose of the elementary foreign language program. Many parents indicated they were expecting one year of elementary foreign language to equal one year of instruction at the middle and senior high level.
3. Some youngsters changed languages at the semester and lacked a commitment to the foreign language component.
4. Assessment of achievement in foreign language was difficult to achieve and was not exact. This may render problems if longitudinal data gathering is to be attempted.

In general, the foreign language component seems to have been adequately implemented and, with some effort, can be assessed over time.

Objective VI: To Provide Equity of Educational Opportunity. One of the major purposes of the Schools of Choice Programs was to increase facility usage and achieve racial balance in particular schools. These schools, for the most part, were located within the beltline. The Schools of Choice Programs were a curriculum/instruction solution to a population composition/concentration problem. The Schools of Choice Programs were innovative and offered instruction in areas above and beyond the regular school programs. Of the Schools of Choice Programs, the greatest expansion to existing programs occurred with the implementation of the elementary Gifted and Talented Magnet Schools. As previously described the curriculum at the elementary Gifted and Talented magnets was expanded to provide offerings in an array of content and special interest areas. The structure of the elementary school was modified to accommodate elective courses. Parental desire for these classes led to the school administration to place the elementary Gifted and Talented programs in schools accessible to students living in all areas of the county. Gifted and Talented magnet programs were established in eight schools outside the beltline -- Apex Elementary, Baucom, Carver, Fuquay Elementary, Lincoln Heights, Wendell, Wake Forest Elementary, and Zebulon Elementary. Since the rationale for placing the program at these schools was one of equal educational opportunity, these became known as "equity" programs.

Equity programs did not have "draw" students assigned to them. This was the major difference between the magnet schools inside the beltline and those outside the beltline. In all other aspects -- personnel, program, funding -- the equity programs were comparable to other Gifted and Talented programs. The elective scheduling is the same in all Gifted and Talented magnets but the actual electives provided varied from school to school depending upon the interests and requests of students and their parents. Personnel were assigned and materials and equipment were provided to a particular school based upon the students' and parents' requests for electives. Personnel, materials and equipment needs differed slightly in all Gifted and Talented magnets. This was true regardless of location - inside or outside the beltline. Slight differences in courses and the accompanying support is also evident, but there is no apparent difference due to equity.

Personnel and materials were provided sufficiently to implement the Schools of Choice Program. An opportunity for similar (equitable) educational programs was offered for students to all parents in Wake County and this objective was met.

Indirectly related to the objective concerning equity of educational opportunity is the issue of the cost of implementing the Schools of Choice Programs. The Magnet Evaluation Advisory Committee requested information concerning the cost of personnel, materials, equipment and capital outlay for implementation of the equity magnet programs. Due to the sources of funding and the accounting process, it was not possible to obtain the cost of implementation of the equity programs or only the magnet programs.

Monies came from three sources: local funds, state funds, and grant funds from federal, state and private sources. Per pupil allotments to schools are based on the number of students enrolled in a school and were the same for magnet and non-magnet schools. These per pupil allotments are available, but are not reported as they serve no purpose here.

Several attempts have been made to determine the amount of funds which were spent to implement the Schools of Choice Programs. A separate accounting for implementation cost was not maintained. In attempting to determine these costs, the question inevitably was "How much would we have spent had we not been a magnet school?" Some principals made the decision to spend school allotted monies for needs relative to electives; others did not. These decisions are not obvious on purchase orders.

The Division of Maintenance and Operations was able to identify the following projects and accompanying costs as directly related to implementation of the magnet programs:

PROGRAM	NO. OF PROJECTS	ESTIMATED COST
Dance	14	$ 64,731
Audio/Video - Media	6	25,421
Extended Day - Lockers	3	2,100
Art	1	3,876
Science	3	13,003
Drama	3	4,362
TOTAL		$113,475

Grants represented a third source of funds for magnet school expenditures. There were nine sources of revenue from which support was given to the development/implementation of the magnet school programs for a total of $773,899.40 as follows:

Basic Skills Program	$ 10,330.00
Bilingual Education	20,878.00
Computeronics	8,359.00
Creative Learning through Arts and Social Studies	22,498.00
Digital Equipment Corporation	140,000.00
ECIA Chapter I (Educationally Disadvantaged)	58,874.40
ECIA Competitive Grant	108,000.00
Education Consolidation and Improvement Act	382,716.00
The Transitional Program for Refugee Children	22,244.00
TOTAL GRANTS	$773,899.40

The implementation of the Schools of Choice Programs necessitated additional personnel in some schools. Generally, these were home-school coordinators and persons to teach foreign language. Monies in the amount of $323,825 were provided from grants listed above to support these additional positions.

Objective VII. To Provide for Increased Parental Participation. Each magnet school held one or more parent orientation meetings for the purpose of familarizing parents with the magnet concept. At these meetings, the concept of electives was explained. In the Gifted and Talented and International Studies Magnets the scheduling process necessitated the involvement of the parents. Parents assisted the child in course selection and signed the schedule before it became final. Thus, parents of students in the above magnet programs were more personally involved in their child's scheduling than had previously been the case.

Other areas of parent participation in all schools is PTA membership, activities sponsored by parents and parent volunteers. Tables 17 and 18 show the number of parent volunteers and major activities sponsored by parents by school. The schools are divided into magnet and non-magnet categories. Whether or not a school has a magnet program does not seem to effect parent participation in these two categories. Data of this type for 1981-82 was not available. The use of this type data for evaluation purposes is of little value in that many other variables (other than magnet program) may affect the amount of participation.

It appears that this objective was accomplished, but through involvement with selection of a class schedule twice per year and not through participation in general parent activities.

TABLE 17

PARENTAL INVOLVEMENT: PARENT VOLUNTEERS

(MAGNET)

SCHOOL	TOTAL VOLUNTEERS	PTA MEMBERSHIP	TUTORS	RESOURCE	AIDES	CLERICAL	FIELD TRIPS	OTHER	MAJOR ACTIVITIES INVOLVING PARENTS	
									MATERIALS/FUNDS	CULTURAL ARTS
Apex Elem.	74	PTO 200	18	26	2	6	22	2	Community posters Newspaper publicity Community newsletter	Field Trips Dinner Picnic Tea
Baucom	53	PTO 100	36		2	3	12		Community newsletter	Dinner Tea Picnic Field Trips
Bugg	81	258	3	16	2	14	45	1	Fall Festival Candle Sale	Volunteer appreciation Open House Field Trips
Carver	60	234	4	10	3	4	30	9	Media Coverage	Dinner Tea Picnic Field Trips
Combs	107	304	12	10	1	10	12	1	Campus beautification Science materials Halloween Festival Student pictures	Ronald McDonald(Safety) Ballet, music, crafts Opera, Puppets Black History
Conn	59	235	4	5		21	10	19	Fund Raising Hospitality (Dinner for teachers	Field trips Field day Theater production
Fuller	150	134	10	72	3	7	58	3	Sales, T-Shirts, Food P.E. Equipment Photo Copier Shubbery Plaque	Book fair Spring Carnival Music, drama, gifts Symphony, poet Black History

PARENTAL INVOLVEMENT: PARENT VOLUNTEERS

(MAGNET)

SCHOOL	TOTAL VOLUNTEERS	PTA MEMBERSHIP	TUTORS	RESOURCE	AIDES	CLERICAL	FIELD TRIPS	OTHER	MAJOR ACTIVITIES INVOLVING PARENTS	
									MATERIALS/FUNDS	CULTURAL ARTS
Apex Elem.	74	PTO 200	18	26	2	6	22	2	Community posters Newspaper publicity Community newsletter	Field Trips Dinner Picnic Tea
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TABLE 17

PARENTAL INVOLVEMENT: PARENT VOLUNTEERS

(Magnet)

SCHOOL	TOTAL VOLUNTEERS	PTA MEMBERSHIP	TUTORS	RESOURCE	AIDES	CLERICAL	FIELD TRIPS	OTHER	MAJOR ACTIVITIES INVOLVING PARENTS	
									MATERIALS/FUNDS	CULTURAL ARTS
Fuquay El.	200	145	12		3	6		33	Music Supplies P.E. Supplies Art Supplies Phone Services Merit Auction Sales	Reading Workbooks Cultural Arts Project Field Trips
Hunter	113	207	8	12		10	83		Books Copy Machines Hospitality	Opera Reception
Joyner	102	205		25		4	5	68	PTA Board Newsletter P.E. Committee	Field trips Enrichment Project Learning Center
Lacy	259	353	20		4			235	PTA Board Family Fund Night Science Fair Hospitality Principal/Parent Act.	Open House Music Conference American Education X-Mas Program Picnic
Olds	89	186	6	6	2	3	72		PTA Board Volunteers sent food (144 participated)	Dinner Tea Picnic Volunteer Certificates
Phillips	120	128						120	St. Augustine's College and Meredith College Projects	Dinner Tea Picnic Volunteer certificates and Pins
Poe	10	178	3	7					Fall-Spring Projects Santa's Shop T-Shirts Library Books	Family Night

PARENTAL INVOLVEMENT: PARENT VOLUNTEERS

(Magnet)

SCHOOL	TOTAL VOLUNTEERS	PTA MEMBERSHIP	TUTORS	RESOURCE	AIDES	CLERICAL	FIELD TRIPS	OTHER	MAJOR ACTIVITIES INVOLVING PARENTS	
									MATERIALS/FUNDS	CULTURAL ARTS
Fuquay El.	200	145	12		3	6		33	Music Supplies P.E. Supplies Art Supplies Phone Services Merit Auction Sales	Reading Workbooks Cultural Arts Project Field Trips
Hunter	113	207	8	12		10	83		Books Copy Machines Hospitality	Opera Reception
Joyner	102	205		25		4	5	68	PTA Board Newsletter P.E. Committee	Field trips Enrichment Project Learning Center
Lacy	259	353	20		4			235	PTA Board Family Fund Night Science Fair Hospitality Principal/Parent Act.	Open House Music Conference American Education X-Mas Program Picnic
Olds	89	186	6	6	2	3	72		PTA Board Volunteers sent food (144 participated)	Dinner Tea Picnic Volunteer Certificates
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									MATERIALS/FUNDS	CULTURAL ARTS
Powell	105	198	10	30	1	4	40	25	Hospitality	Field Day Mime, Speakers, Magicians, Puppets Music Picnic Open House
Root	81	301	5	16	8	10	42		Fall Festival Food Sales Hospitality	Science Fair
Underwood	157	426	7	12	6	40		100	Book Fair Copy Machine Handbook Hospitality Building/Grounds Com.	Art Appreciation One activity each month Orientation Open House
Washington	150	322		15		10		100	Book Fair Spring Carnival	French Chorus Banquet Picnic Open House Field Day
Wake Forest	80	418	2		12	4	12		Spring Project Sales Projects Hospitality Projects	Exposed students to various artists Field Trips Exposed students to other countries with projects.
Wendell	220	234	25		50		20	200	Halloween Carnival Sales, Food, Shirts Book Fair Hospitality	Ballet, music, arts Spring production Zoo Field Trips Field Day
Wiley	100	No PTA or PTO	45	4	8	7	36		Book Fair Campaign Supper	Musical International Dinner Picnic Open House Field Days

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									MATERIALS/FUNDS	CULTURAL ARTS
Zebulon	80	389	40	18		2	20		Hospitality Recruitment Materials Media Coverage Community Posters & Newsletters	Open House Dinner Tea Picnic Volunteer Appreciation
Carnage	26	PTSO 100-200		25		1			Candy Sale Computer Media Coverage Volunteer manuals/guides	Hospitality Volunteer Appreciation
Carroll	134	393	22	10		6	36		Hospitality Fund Raiser Media Coverage	Open House Field Trips
Ligon	70	PTO 200-600	4	40		3	5	20	Church Bulletins Fund raising project Hospitality Television Coverage School & community newsletters	Theater Production Science Fair Open House Skate Night Awareness Seminar '83 Governor's Award
Martin	29	583	4	2		2	16	5	Refrigerator Science Materials Sales Microwave Oven Fundraiser	Hospitality Various Speakers for classes Dinner Tea Picnic

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PARENTAL INVOLVEMENT: PARENT VOLUNTEERS

(Magnet)

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TABLE 18

PARENTAL INVOLVEMENT: PARENT VOLUNTEERS

(Non-Magnet)

SCHOOL	TOTAL VOLUNTEERS	PTA MEMBERSHIP	TUTORS	RESOURCE	AIDES	CLERICAL	FIELD TRIPS	OTHER	MAJOR ACTIVITIES INVOLVING PARENTS	
									MATERIALS/FUNDS	CULTURAL ARTS
Adams	150	540	42	18	2	14	54	20	Spring Fair School Spirit Items	Discovery Fair 12 Major programs Art Appreciation Music Activity
Briarcliff	250	464		70	12			168	Spring Carnival Cook Book Sale Movie Ticket Sale Book Fair Copy Machine	Concert, dancers Symphonies, Opera Drama Writer-in- Residence Science Fair Dinner
Brentwood	115	424	25	15	1	34	80		Newsletters Media Coverage School & Community Posters Manuals, Guides	Field Trips Brentwood Exchange Activities Volunteer Recognition CP&L Activities
Brooks	200	189	6	25		65	30	110	Fall & Spring Carnival	Book Fair Apple Tree Book Club
Carver	40	234	4	10	3	4	30	9	Sales	Presentations Drama Dance Music Field Trips
Cary Elem.	200	923	27	24	6	3	28	115	Hospitality Sales	Safety Program Dinner Music
Douglas	90	283	15	25	2	15	30		Carnivals Bar-B-Que Building & Grounds Hospitality	Ballet, Symphony Library Wheel Art, Opera, Music Book Fair

PARENTAL INVOLVEMENT: PARENT VOLUNTEERS

(Non-Magnet)

SCHOOL	TOTAL VOLUNTEERS	PTA MEMBERSHIP	TUTORS	RESOURCE	AIDES	CLERICAL	FIELD TRIPS	OTHER	MAJOR ACTIVITIES INVOLVING PARENTS: MATERIALS/FUNDS	MAJOR ACTIVITIES INVOLVING PARENTS: CULTURAL ARTS
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									MATERIALS/FUNDS	CULTURAL ARTS
Farmington Woods	500	566						500	Playground Equipment Encyclopedias Dictionaries Magazine Sales Fall Festival	Art Museum Trip Ronald McDonald Safety Show Drama Puppet Show
Garner El.	365	451	4	4	4	6	47		Sales PTA Sales	Drama 73 Field Trips 6 Assembly programs
Green	115	299	1	6	5	35	50	89	Campbell Soup Labels Maxwell House Labels Hospitality	School Spirit Week Creative Writing Book Club, Fair Star Lab Drug Awareness Concerts, Ballet
Jeffreys Grove	80	527	50		10	50			Pumpkin Sale Barbecue Dinner Bake Sale Summer Bulb Sale Dime-A-Dip Supper	Ballet Art Appreciation Music Puppets, Mime
Kingswood	118	PTO 100-200		7		4	28		Newsletters Sales	Volunteer Dinner Field Trips
Lockhart	80	231	2	15		7		20	Harvest Festival Craft Day Newsletters Reference Books	Field Day Dinner for Volunteers
Longview	15	No PTA No figures available for PTO	2	3		2	8		Newsletters Handbooks for Teachers	Volunteer Activities Field Trips

PARENTAL INVOLVEMENT: PARENT VOLUNTEERS
(Non-Magnet)

SCHOOL	TOTAL VOLUNTEERS	PTA MEMBERSHIP	TUTORS	RESOURCE	AIDES	CLERICAL	FIELD TRIPS	OTHER	MAJOR ACTIVITIES INVOLVING PARENTS	
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(Non-Magnet)

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Lynn Road	200	720	20	6		50	150	60	Candle Sale Hospitality Media Coverage	Speakers Field Trips Book Fair Dinner
Knightdale	200	269	2	2	1	19			Raffle Egg Sales Hospitality Newsletters	Hee-Haw Day Dedication Evening Volunteer Dinner Green Pines Baptist Church Activities
Millbrook Elementary	285	356	223		25	37			Newsletters Sales	Volunteer Dinner Quail Hollow Garden Club Activities
North Ridge	150	588	8		50				Book Sale Newsletters Media Coverage	Cultural Arts Committee Play Day Special Interest Dinner Country Fair
Northwoods	173	366	99	7	5	15	47		School & Community Posters & Newsletters Telephone Sales	Volunteer Dinner Cultural Arts Society Robin Hood Players "Kids on the Block" Poet-In-Residence
Sherwood-Bates	100	229	20			6	26	20	"Can It" Project Media Coverage Sales Newsletters	Math-Around-the-Clock Super Kids Olympics Learning Exchange Arts-in-the-School "I'm Special"
Smith	52	206	3			2	47	57	Letters to parents Sales	Fun Day, PEPI Field Trips Volunteer Dinner

PARENTAL INVOLVEMENT: PARENT VOLUNTEERS
(Non-Magnet)

SCHOOL	TOTAL VOLUNTEERS	PTA MEMBERSHIP	TUTORS	RESOURCE	AIDES	CLERICAL	FIELD TRIPS	OTHER	MAJOR ACTIVITIES INVOLVING PARENTS	
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									MATERIALS/FUNDS	CULTURAL ARTS
Stough	150	200	35	95	1	35	50		Fall Festival Newsletters	Garden Club Cultural Arts Com. Safety Activity Dinner
Swift Creek	95	168	55	22	2	3	20		T-Shirts Hospitality Crafts	Luncheon Athens Peer Program Apex High PEPI PRO. Swift Creek Exhange Continental breakfast
Rolesville	120	277	5	12	1	7	27	18	Fall Festival Newsletters Media Coverage PTA Projects	Opera, Art Activity Drama Gospel Sing Open Campus Open House
Vance	100	241		25		25	25		Carnival, Festival Grounds Committee	Learning Experiences Field Day Open House
Vandora	250	426	16	39	1	8	136	201	Carnival Grounds Committee	Super Kids Day 36 Field Trips Field Day Parks Activities
Wilburn	39	88	16			23			Sales Newsletters	Volunteer Dinner Exceptional Children
Willow Springs	57	53	3	5		1	30		PTA Open House Winter/Spring Festiva	Field Trips Field Day Volunteer Dinner Fuquay Baptist Church Activity

PARENTAL INVOLVEMENT: PARENT VOLUNTEERS

(Non-Magnet)

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York	198	317	19	34	1	46	94	4	Fund Raisers Carnival Book Fair	Drama, Dance Art Dinner Junior Great Books
East Millbrook	150	464	2			25	20		Newspaper Coverage Sales	Library Activity Career Day May Day Testing Progress Asso.
North Garne	61	PTO 400-500	1	16	1	9	17	17	Newsletters Manuals/Guides PTO Activity	Volunteer Dinner Tea N. C. Wildlife Commission Activity
West Cary	115	PTO 100	2	60		2	15		Fund Raising Newspaper	Activity Speakers Camelot Music Activity Lady Slipper Club Awards Night
Wake Forest Middle	55	148	4	10	25	4	8	25	Newsletters Hospitality Fund Raising	Cultural Arts Assoc. Volunteer Dinner Health Activity
West Millbrook	150	954	25		1	62	15	125	Picture Sale Booster Club Newsletters	Open House Field Trips Volunteer brunch Rotary Club Activity Cultural Arts Club Landscaping Activity

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PARENTAL INVOLVEMENT: PARENT VOLUNTEERS
(Non-Magnet)

SCHOOL	TOTAL VOLUNTEERS	PTA MEMBERSHIP	TUTORS	RESOURCE	AIDES	CLERICAL	FIELD TRIPS	OTHER	MAJOR ACTIVITIES INVOLVING PARENTS	
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APPENDIX I

EVALUATION PLAN

1982-83

A PLAN FOR EVALUATION OF THE SCHOOLS OF CHOICE PROGRAMS

WAKE COUNTY PUBLIC SCHOOL SYSTEM

Schools of Choice Programs were initiated in the Wake County Public School System at the beginning of the 1982-83 school year. Objectives for these programs follow with procedures for gathering data and evaluating each objective. A Progress Report is to be presented to the Board of Education during the late summer or early fall of 1983. This report will include a detailed description of each type program and a report of data to evaluate the program objectives.

Baseline data will be collected during 1982-83 with plans for a longitudinal study of five years. A Progress Report will be submitted to the Board of Education annually.

MEASURABLE OBJECTIVES OF THE SCHOOLS OF CHOICE PROGRAMS

I. To improve facility utilization system-wide

A. Statement of program

B. State current enrollments for all schools as of end of first school month

C. State enrollments as of end of first month, 1981

D. State capacity figures established by the Board of Education for all schools

E. Compare current enrollment to capacity; report differences in percentages

F. Note the effect of magnet programs on capacity figures and current enrollments - include all schools

G. Show building capacity adjustments for gifted and talented magnets and new programs in non-magnet schools. Present in chart form.

H. Describe this two-year plan

I. Analysis of data and conclusions

II. To establish a consistent organizational pattern of schools (K-5, 6-8 and 9-12) county-wide

A. List all schools and indicate organizational patterns before and after the establishment of the Schools of Choice Programs. Include school enrollment.

B. Indicate change in school enrollment due to Schools of Choice Programs

III. To racially balance the student populations of schools

A. State racial compositions of all schools for the 1981-82 school year

B. State racial compositions of all schools for the 1982-83 school year

C. Note any school where the number of minority students does not fall between 15 and 45 percent

IV. To provide a more effective and economical transportation system

A. List problem areas identified by the Administration which lead to installation of the computerized transportation system

B. Indicate areas which were addressed

C. Indicate areas which continue to be problematic

D. Present a statement of the following for the 1981-82 school year and for 1982-83:

1. Number of miles traveled
2. Gallons of gas used
3. Number of buses
4. Average cost per mile, cost per pupil
5. Number of double drivers
6. Number of drivers who drive double routes
7. Cost of activity buses
8. Number of shuttles driven

V. To improve educational programs through expanded curricula

A. Describe each magnet program in detail. Include a comparison of magnet and non-magnet scheduling and course offerings.

B. Present system-wide mean scores by grade and subtest for three years - 1981, 1982 and 1983

C. Present mean scores for all schools by grade; note any incident where a significant number of students transfer out.

D. Collect three year longitudinal achievement test data for students currently enrolled in grades 5 and 8 in magnet schools beginning with the 1981 school year. Collect two year longitudinal achievement test data for students enrolled in Schools of Choice Programs at grades 4, 6, 7 and 9 beginning with the 1981-82 school year (these scores are available on computer tapes). Show data by magnet type.

E. Present the data above in two ways:

   1. Mean scores for each grade, each year by magnet type
   2. Profile each grade and magnet type by quartile

F. Determine mean scores for the base population and the magnet "draw" by magnet type over three years at grades 5 and 8 and over two years at grades 4, 6, 7 and 9.

G. Profile the base populations and the magnet "draw" by quartile over a three year period at grades 5 and 8 and over a two year period at grades 4, 6, 7 and 9.

H. Determine the average daily attendance in all schools for 1982-83. Note ones in which Schools of Choice Programs are available.

I. Determine incidences of discipline problems.

   1. Report number of out-of-school suspensions - 1982-83
   2. Report number of expulsions - 1982-83
   3. Determine number and percentages of suspensions and expulsions which came from base populations and the number and percentage which were a part of the magnet draw beginning 1983-84.

J. Determine attitudes of parents, teachers and other professional educators and students toward the Schools of Choice Programs.

   1. Conduct focus group interviews with representatives from the student and parent groups. These interviews will be designed to elicit both variety in substance of attitudes held and the relative intensity of

the respective attitudes. One group each of parents and students will be drawn from each magnet type with two groups of each from the elementary G-T Magnets (one inner city and one equity). The group will be formed as follows:

Students and parents will be selected from each magnet type and grade level. The sampling will be purposive. Classrooms will be selected randomly for each magnet type and level of schooling. Students will be selected from these classrooms, and alternatively will be white or black, and volunteer or base student. Students will be selected from grades 3-8, and 9-12 at Enloe High School only. Parents will similarly be selected, but will not be the parents of the students selected to be interviewed.

Groups of parents and students will be interviewed separately with approximately ten people in each focused group interview. A total of 16 focused group interviews will be conducted. One group each of parents and students will be interviewed for each magnet type and school level, except in the case of the 14 gifted and talented elementary schools, two groups of each will be interviewed. As a result, the design will be:

Magnet Type and Level of School	Interview Groups
Gifted and Talented Elementary Schools	2 groups of parents 2 groups of students
Gifted and Talented Middle Schools	1 group of parents 1 group of students
Gifted and Talented Senior High Schools	1 group of parents 1 group of students
International Elementary	1 group of parents 1 group of students
Classical Elementary	1 group of parents 1 group of students

Magnet Type and Level of School	*Interview Groups*
Classical Middle	*1 group of parents*
	1 group of students
Extended Day Elementary	*1 group of parents*
	1 group of students

TOTAL = 16 group interviews
n = approximately 80 parents
approximately 80 students

Dr. George Noblit will be responsible for conducting the focus groups, analyzing and summarizing data collected through this method.

2. *Develop a questionnaire to be administered to all teachers employed in the magnet schools. Have them respond to the instrument, individually during a faculty meeting. One teacher will be elected to collect instruments and mail to the State Department of Public Instruction. Scanning and summarizing of questionnaire will be performed by the personnel at North Carolina State University Computer Center.*
3. *Develop a questionnaire to survey attitudes of parents of all students enrolled in magnet schools. Give option to mail back to school.*
4. *Survey attitudes of all students in grades 3-8 in all magnet schools. Survey students in grades 9 and 11 at Enloe High School.*

K. *Special understandings and special skills in science, social studies, cultural understandings, languages, character education, performing arts, problem-solving, computer knowledge will be measured as part of the long-range evaluation plan. Administer in the spring of 1983 a standardized achievement test in science and social studies to students in grades 4 and 5 in all schools in Wake County. If this is not feasible, test in 1983-84. Test all elementary schools at fourth grade level or none at all. Test fourth and fifth grades in 1983-84 in the areas of social studies and science. In the following magnet schools proficiency in foreign language will be measured by administering the Foreign Service Institute Test to* students enrolled in a foreign language elective:

Washington	Wendell
Underwood	Wiley

Students enrolled for a full year will be tested. Only four schools will be involved during 1982-83 as a piloting effort.

L. Enloe High School will be evaluated using the same guidelines as for the other magnet schools. A description of the program, class schedule, advanced classes and specialty classes will be included. Achievement test scores for the 9th grade for a two year period will be included.

VI. To provide equity of educational opportunity

A. Describe the magnet programs outside the beltline

B. Make a statement of cost, program materials and personnel. Determine if the magnet concept was implemented.

VII. To provide for increased parental participation

A. Describe the opportunity for parental involvement in the selection of electives in the magnet programs

B. Indicate number of volunteers in each school K-8 and percentage of parents who volunteer in all schools K-8 for 1981-82, 1982-83.

C. Describe parent activities for all K-8 schools (i.e. approximate number attended a PTA meeting and other activities involving parents, etc.)

APPENDIX II

SURVEY FORMS

Magnet School Teacher Survey

Instructions: Please read the items below and record your opinions by darkening the appropriate circles on the answer sheet. Please use No. 2 pencil. Classical elementary teachers should not answer items 11-15, concerning electives.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I like teaching this year.	A	B	C	D	E
2.	My students seem to like school this year.	A	B	C	D	E
3.	Most of my students are motivated to learn this year.	A	B	C	D	E
4.	Teacher expectations of students are high in the Magnet Schools.	A	B	C	D	E
5.	Student behavior is good this year.	A	B	C	D	E
6.	I have more materials for basic courses this year than last year.	A	B	C	D	E
7.	The length of classes is sufficient for students to learn basic skills.	A	B	C	D	E
8.	The basics are being adequately covered this year.	A	B	C	D	E
9.	Existing curricula are adequate to guide ~~preparation~~ preparation in the basic skills (language arts, math, science, social studies).	A	B	C	D	E
10.	I would like more staff development activities that prepare me to teach.	A	B	C	D	E
11.	I have had adequate materials to implement the elective courses.	A	B	C	D	E
12.	Written curricula are adequate to guide preparation in elective courses.	A	B	C	D	E
13.	I am adequately prepared to teach.	A	B	C	D	E
14.	Time spent in elective courses should be increased.	A	B	C	D	E
15.	Multigrade electives are acceptable.	A	B	C	D	E
16.	Students have successfully adjusted to the schedule.	A	B	C	D	E

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
17. Students have chosen well-balanced schedules.	A	B	C	D	E
18. I have had adequate planning time this year for basic courses.	A	B	C	D	E
19. All in all, the Magnet School Program has been worth the effort.	A	B	C	D	E
20. If I have a choice, I will opt to teach in this magnet school next year.	A	B	C	D	E

21. My race is: (A) Black (B) White (C) Asian (D) Other

22. I have taught in Wake County Schools: (A) 1-5 years (B) 6-10 years (C) 11-15 years
(D) 15-20 years (E) 20+ years

23. I have taught a total of (A) 1-5 years (B) 6-10 years (C) 11-15 years
(D) 15-20 years (E) 20+ years

24. Level of Education: (A) Bachelor's (B) Master's (C) Post-Master's (D) Doctorate

25. I teach: (A) K-2 (B) 3-5 (C) 6-8 (D) 9-12 (E) Other

26. I chose to teach in this school. (A) Yes (B) No

*IF YOU WISH TO MAKE COMMENTS BELOW, BE SURE TO TURN IN THIS PAGE WITH YOUR ANSWER SHEET.

Comments:

School Code ____________

Grade ________________

Magnet School Parent Survey

Instructions: The Wake County Public School System would like to know your opinion of the Magnet Schools. Please read the statements below and check the appropriate answer.

1. This year my child likes the school he or she attends. Yes ________ No ________

2. This year, I like my child's school. Yes ________ No ________

3. Compared to last year, I like my child's school. More ___ Same ___ Less ___

4. My child was assigned to the Magnet Program at my request. Yes ________ No ________

5. I am pleased with my child's class schedule. Yes ________ No ________

6. Class periods are long enough for my child. Yes ________ No ________

7. I feel my child's teachers are well-prepared. Yes ________ No ________

8. My child's teachers are available to talk with me about my child's school work. Yes ________ No ________

9. I would recommend this school to other parents. Yes ________ No ________

10. My child rides the school bus. Yes ________ No ________

1. I am satisfied with the bus transportation provided for my child. Yes ________ No ________

12. I am satisfied with my child's progress this year. Yes ________ No ________

13. If your child has electives, are you satisfied with them? No Electives ____________ Yes ____________ No ____________

14. The choice of electives is: Too few __________ Adequate __________ Too many _______.

15. My child is: Male ______________ Female ________________.

16. My child is: Black _________ White _________ Asian _________ Other _______________.

Comments: ____

____

____

____

____

School Code ____________

Base ________ Draw ________

Elementary Student Survey (Magnet)

Instructions: Please read the statement and check your answer.

1. I like school better this year than last year. Yes ________ No ________

2. I like my new subjects this year. Yes ________ No ________

3. School is fun this year. Yes ________ No ________

4. This is a good school. Yes ________ No ________

5. I like changing rooms for different classes. Yes ________ No ________

6. I ride the school bus. Yes ________ No ________

7. I like to ride the school bus. Yes ________ No ________

8. I would choose to come to this school rather than another school. Yes ________ No ________

9. My parents and I talk about school a lot. Yes ________ No ________

10. I am a girl. Yes ________

I am a boy. Yes ________

11. I am in grade 3 ________ 4 ________ 5 ________.

12. I am Black ________ White ________ Asian ________ Other ________.

Comments: ____

____

____

School Code________________

Secondary Student Survey (Magnet)

Instructions: The Wake County Public School System would like to know your opinions of the Magnet Schools. Please read the statements below and check the appropriate answer.

1. My parents and I requested magnet assignment. Yes__________ No__________
2. I like school better this year than last year. Yes__________ No__________
3. I was able to schedule most of the elective subjects I wanted. Yes__________ No__________
4. I like the elective subjects I am taking. Yes__________ No__________
5. Class periods are long enough for me to learn the subjects. Yes__________ No__________
6. I am assigned to ride the school bus. Yes__________ No__________
7. Bus transportation which is provided is satisfactory. Yes__________ No__________
8. If I could start this year over, I would choose to come to this school rather than to another. Yes__________ No__________
9. I am Black__________ White__________ Asian__________ Other__________.
10. I am Male__________ Female__________.
11. I am in grade 6__________ 7__________ 8__________ 9__________ 11__________.
12. Comments:______________________________

____

____

____

____

APPENDIX III

PARENT INTERVIEW SCHEDULE

STUDENT INTERVIEW SCHEDULE

FOCUS INTERVIEW FORMATS

PARENT INTERVIEWS

Process:

1. Introduction/Explanation:

   This is a focused group interview and the rules are --

   -- everyone gets a chance to speak
   -- respect diversity of opinion
   -- seek clarity
   -- anonymity

   We will ask you what you think about your school and the magnet program.

   Their intro -- includes name, where they are from. PLAY BACK TAPE TO CHECK EQUIPMENT.

2. Give question. Seek out non-spontaneous answers. Elicit the range of responses.

3. Organize responses into "perspectives" and have group comment/critique and modify until they agree on them.

4. Repeat 2 & 3 with next questions.

5. Summations, congratulations, debrief on what happened and what didn't happen. Any personal comments, etc.

Interview:

1. Introduction

2. Why were you picked for this group?

   -- base/volunteer
   -- black/white
   -- male/female

3. Why did you agree to come?

4. What don't you like about this school?

   a. School?

   b. Magnet concept

   c. This magnet school implementation

   d. Classmates and student relations

5. What do you like about your school?
    a. School?
    b. Magnet concept
    c. This magnet school implementation
    d. Classmates and student relations
6. What happened that you had expected to happen?
    a. Length of classes
    b. Choice of schools
    c. Bus rides
    d. Electives
7. What happened that you didn't expect to happen? What surprised you?
    a. Length of classes
    b. Choice of schools
    c. Bus rides
    d. Electives
8. What is your involvement with school? What was it like last year?
9. Would you chose this school again next year?
10. If you could make two changes in your child's school, what would they be?
11. Summations, etc.

Student Interviews

Introduction/Explanation

This is a focused group interview, and the rules are --

-- everyone gets a chance to speak
-- respect diversity of opinion
-- seek clarity
-- anonymity

We will ask you what you think about your school and the magnet program.

Their intro--name and where from (School). Use this as an equipment check and play back what they said.

Questions. Seek out non-spontaneous answers. Elicit a range of responses. SUMMARIZE AFTER EACH QUESTION.

I. Describe how your school is different this year than last year?

   A. Changing classes?

   B. Length of classes -- shorter? longer?

   C. Bus rides?

II. What do you like about:

   A. Your school

   B. The idea of a magnet program, the idea of electives. (Changing classes, length of classes)

   C. This specific magnet program, these electives

   D. The other students at your school, in your program

   E. Bus rides

III. What do you dislike about:

   A. Your school

   B. The idea of a magnet program, the idea of electives. (Changing classes, length of classes)

   C. This specific magnet program, these electives

   D. The other students at your school, in your program

   E. Bus rides

IV. If you could change two things about your school, what would they be?

V. What happened this year at school that you expected to happen?

VI. What happened that you did not expect to happen? What surprised you?

VII. Did your parent(s) help you to select your schedule?

VIII. Let's talk about your school building. Does anything need "Fixed-up"?

IX. Has anyone in here (or in your school) run out of paper, pencils, or supplies, or equipment?

X. (OPTIONAL) in one sentence, describe your year's experience here at your school.

XI. Thank you for your participation in helping us by telling us what you think about the magnet school. You can tell your parents and teachers that you have been:

--helpful
--informative
--articulate
--well-mannered
--that they should be proud of you.

APPENDIX IV

ATTITUDES TOWARD THE SCHOOLS OF CHOICE PROGRAMS

SUMMARY AND ANALYSIS OF SURVEY DATA
ANALYSIS OF FOCUS GROUP INTERVIEW

ATTITUDES TOWARD THE SCHOOLS OF CHOICE PROGRAMS

The Advisory Committee for the Evaluation of the Schools of Choice Program argued that the evaluation should attempt to determine the attitudes of parents, students and teachers concerning the programs. The consensus was that this effort should be part of the initial assessment to be presented to the Wake County Board of Education in the summer of 1983. It was suggested that a panel of researchers be convened to discuss elements of the technical design.

The panel of technical research experts discussed the design, and concluded that it was doubtful that a survey could not be properly conducted in the time allotted. (Approximately six weeks remained in the school year.) Instead, they proposed a series of "focused group interviews" to get the preliminary data on opinions that could later serve as a basis for a survey in the following year. The administration saw an immediate need for a survey of the various constituents and asked that both focused group interviews and opinion surveys be conducted.

The interviews and surveys were both designed to solicit information concerning overall assessments of the various programs and a series of special issues the research team, staff members of the Wake County Schools, and the Advisory Committee anticipated were of concern. The two techniques together enable a triangulation of results, thus enhancing the validity and reliability of the results. However, it should be remembered that regardless of the power of using multiple data collection approaches that this research was at best a preliminary, exploratory study. This assessment should be considered a pilot study that should lead to a new research design, new instruments and techniques. Therefore, it is suggested that this exact study not be replicated, but rather improved.

Research Procedures

The design had two elements: the focused group interviews and the opinion surveys. Parents and students were both surveyed and interviewed, while teachers were surveyed with a more elaborate instrument. Topics to be studied were developed through a series of meetings with The Advisory Committee and selected staff of the Wake County Schools. It should be remembered that the process through which the topics were nominated and finally included was one that focused on "known" issues, i.e. issues persons in the schools and community had discussed. Thus the design focuses on issues that are known to be controversial and tended to ignore issues of no controversy. In short, the design of study is biased towards the negative.

The instruments, however, are probably biased towards the positive. The survey instruments (with the exception of the teacher instrument) allowed for dichotomous responses. It is generally believed that such response choices lead to people choosing a positive response more than a negative one. The focus group interview further is not able to tap highly sensitive and/or threatening information. Rather it is designed to have people discuss public issues and express their viewpoint.

The biases of design and instruments seem to off-set one another. Respondents may tend to be overly positive about negative issues. Further, parents for example, tend to be highly positive about their school and less so about education in general, suggesting that comparisons between respondent groups (i.e. parents, students and teachers) are not appropriate. It is important that the reader remember these systematic sources of bias. Since the biases are systematic, however, relative comparisons between programs are appropriate. Again, absolute percentages are not interpretible and comparisons between respondent groups are not appropriate. Comparisons of programs by respondent groups based on relative percentages are interpretible.

Teacher Survey

It was believed that the process of developing the survey instruments allowed some sophistication about the opinions of the teachers. All teachers in magnet schools were presented a 26 item survey with a five point Likert-type response scale (strongly agree to strongly disagree). Given the limitations of this study, it was decided that the instrument should contain simple and direct statements. No controls for response patterns were employed. (See copy of instrument in Appendix II.)

At each of the magnet schools, the principal called a faculty meeting. The Test Coordinator at each building coordinated the process. The faculty then chose a teacher to collect the surveys and mail them to the Research Division of the State Department of Public Instruction. The teachers were to read the surveys and respond to them during the meeting. Although the school administrators called the faculty meeting, they were not present during the completion of the questionnaire. Teachers were encouraged to write in comments at the bottom of the survey in space provided. The teachers responded on a NCR standard answer form so the data could be machine-scored.

Survey data was summarized by computer and cross-tabulated by program to enable relative comparisons of teacher responses by type of magnet program. A total of 780 teachers returned usable questionnaires for a response rate of 99+%. Comments were tabulated manually.

Parent Survey and Interviews

Parents were both interviewed and surveyed. The parent survey was less sophisticated than the teacher survey, owing to the range of reading levels in the general population. The sixteen item survey instrument asked for parents to indicate "yes" or "no" concerning their agreement with the item. (See parent questionnaire in Appendix II.)

All students in magnet schools were asked to take a questionnaire home to their parents or guardian. Test Coordinators distributed the surveys in each school. With the survey was a letter explaining the procedures. The surveys were to be completed, sealed in an attached envelope, and returned. The student's name was indicated on the letter. Thus parents could receive multiple questionnaires if they had more than one student in the magnet schools. The data was keyed onto floppy discs and analyzed by program and for base and draw populations. A total of 9,616 parents returned usable surveys for a response rate of 63%.

Since parents are in less regular contact with the school administration than are teachers, it was also decided to conduct a series of focused group interviews to attempt to establish the various perspectives held by parents. Classrooms were randomly selected in grades 3-12. Parents were then selected from these classrooms to participate in the group interview by the local school administration. Selection was purposeful with an attempt to include parents representative of the population with regard to race and whether or not they were from the base population or from the population drawn ("draw") to the school. The number of parents actually interviewed was 63 for the eight types of programs and and varied from a low of 5 to a high of 12. Forty-six percent of the parents were minorities and forty-three percent were from the base populations of the schools.

The focused group interviews were conducted for groups of parents representing each type of magnet program. One and one half hour interviews were conducted the evenings of May 9-12, at the school system offices. Parents were asked a series of open-ended questions that concerned their likes and dislikes, their overall assessment and two changes they would like to see in their school. The interview was designed to encourage and respect diversity of opinion. (See Appendix III for interview schedule.)

Student Surveys and Interviews

Students were also both interviewed and surveyed. Given the differences in reading, comprehension, and evaluative skills between elementary and secondary students, two surveys were developed. While the survey for the elementary students was a simplistic version of the one designed for secondary students, both surveys contained simple, direct statements requiring the student to respond yes or no to a series of statements. (See Appendix II). Again, no controls for response patterns were employed.

The student surveys were sent to the schools and administered in classrooms during the school day. For the elementary students, the teachers read the instructions and statements and the students checked the appropriate response. Elementary students below third grade were not sampled. The secondary students read and completed the survey individually. Students in grades 6, 7, 8, 9 and 11 were asked to respond to the secondary student survey. The completed surveys were keyed onto floppy discs. A total of 9,428 students returned a usable questionnaire for a response rate of 90% (95% for elementary students, 85% for secondary).

Since students are the most direct clients of the school, it was decided to conduct a series of focused group interview to attempt to establish the various perspectives held by students. Using the same procedure employed in selecting parents, students were selected to be interviewed in groups representing each type of magnet program (although K-2 was excluded from the sample.) A total of 78 students were interviewed in relatively equal sized groups. Thirty-eight percent of the students interviewed were minorities and fifty-nine percent were from the base populations of the schools.

The focused group interviews were conducted for groups of students representing each type of magnet program. The hour and a half interviews were conducted during the school day. Students were asked a series of open-ended questions that concerned their likes and dislikes, surprises and expectations, and their overall assessments. The interview was designed to encourage and respect diversity of opinion. (See Appendix III for interview schedule.)

The Data Analysis

The data were analyzed by program type for each respondent group (teachers, parents, elementary students and secondary students.) The results of these analyses are contained in the sections that follow.

Survey responses were population data and were presented in percentage form. Tests of significance are designed to permit inferences from any single sample to a population and are dependent in part on the sample size. To use tests of significance with these data would mean that sigifnicant differences would be very easily found in the parents, less so in students, and much less so with teachers. In this situation, an arbitrary rule of difference is more appropriate. A 10% difference between programs within a population group was arbitrarily chosen to represent a significant difference. Anything less than that is a "slight" difference for these analyses. Obviously, other arbitrary rules would bring different results. The reader is obviously, encouraged to remember this as these data are reviewed.

Findings

In overview, the data gathered from the surveys and interviews address three major issues central to a magnet program for achieving racial balance. One issue concerns bus transportation. In general, there is agreement that existing bus transportation is adequate. What concern exists tends to focus on the length of the bus ride for some students and overcrowding on some bus routes. A second issue concerns adequacy of basic instruction. While most students and parents believe basics are adequately covered, a significant minority (less than 20%) of students and parents and a majority of teachers, believe class time and materials are inadequate for the basics. A third issue concerns electives. There is a generally positive attitude toward electives although a significant number of teachers felt students did not select balanced schedules. Further, some parents and students expressed problems with scheduling of electives. Most of the complaints centered around an inability to get one's choice, especially a first choice, of electives. Some apprehension was expressed by parents that beginning courses in such areas as computer science were offered without a concrete plan for a second course in the same subject. A number of parents expressed confidence in their school personnel to remedy this during the second year into the program.

In general, the magnet program is perceived to be successful in offering an attractive academic program that parents in particular as well as students and teachers view as a desirable alternative.

Teachers occupy a pivotal position in the overall school experience. Thus it is important to pay special attention to their perception of the magnet program. In general, teachers were positive in their assessments. Those teachers who did not choose to participate in the magnet program were, however, more negative in their assessments. Overall, teachers believed students were motivated to learn and had adjusted to the schedule. There was, however, expressed concern whether students had selected balanced schedules. With regard to basic and elective curricula, most teachers believed electives were adequately covered while there was less agreement with the adequacy of coverage for the basics.

The findings from survey and interview data indicates teacher, parent and student attitudes about the Schools of Choice were positive. However, the attitudes varied somewhat by program types. The data summarized by program (below) indicate departures of programs from the generally positive perceptions of teachers, parents and students.

Senior High Gifted and Talented Program

Enloe students, parents and teachers were generally quite positive of the magnet program. Some students expressed concern over the six minutes allowed between classes, but others wanted longer class periods. Parents expressed both concern over basics and also general satisfaction with delivery. Teachers expressed disagreement that students choose a balanced scheduled. They also expressed some concern that basics were adequately covered. But as a group, they were supportive of the magnet program and believed instruction to be adequately provided. As one student at Enloe stated, "The Program was excellent, I didn't expect so much."

Elementary Classical Studies Program

Overall, the interpretation of survey and interview data reveals a very positive perception. Teachers expecially appear to like being in the program. This positive attitude is shared by the students and parents. In the interview, parents expressed few dislikes. Among students, a primary complaint was the length of the bus ride, but most were enthusiastic about the program in the interview and positive in the survey.

Elementary Gifted and Talented Program

Parents, students, and teachers were positive about the program and most parents would repeat the experience. Parents seemed pleased with the effects of having a racially diverse student body, and said they preferred this approach to desegregation to be preferable to mandatory pupil assignment. Some parents expressed concern with schedules, electives, and bus ride. Students were very positive about the magnet program, although the bus ride remains an object of concern. Teachers were generally positive about the program although teachers who did not choose the gifted and talented program assignments were less positive.

Extended Day Program

This program is designed to provide extended activities for children of working parents. Parents liked the program and concept very much. Parents from draw areas were more positive than parents in base areas.

Many of the "base" parents do not see this program as a magnet. Students report liking the program offered, but some would not choose to be in the program. As one student indicated, "I have to be in it." Extended Day teachers were among the least enthusiastic of teacher groups perhaps because the magnet program is not part of the regular curriculum. No significant dislikes were expressed, however, about the program. In general, parents -- and to a slightly less extent teachers, and students -- favor the program and are satisfied with its delivery.

International Studies Elementary Program

As a group the students were positive about the program, but like elementary students generally, were less positive about the bus ride. They expressed some concern regarding availability of elective offerings. Parents expressed particular concern over the distance of bus transportation and general facilities, but this group of parents was positive about the program, instruction, schedule and electives. International studies parents were among the least satisfied with their child's progress (even though test score data does not corrobate this concern.) Nine out of ten parents would, however, repeat the experience. Teachers were positive about this program, but some expressed concern regarding class time and coverage for the basics.

Middle Gifted and Talented Program

The findings from students, parents and teachers were very positive but conditioned by several concerns. Students were vocal in their complaints about the school, especially regarding bus transportation. Draw students tended to be more positive about the program than base. Parents were highly positive but base less so that draw. Parents did express concern with implementation, elective offerings, and coordination with the high school programs. Teachers in the middle gifted and talented program were among the least enthusiastic but overall were supportive of the program. Their concerns tended to center on issues of planning time and preparation, curriculum and coverage of basics, and adequacy of materials for electives.

Middle Classical Studies Program

Like their middle gifted and talented counterparts, middle classical students, teachers, and parents exhibit conditional support of the program. Parents were quite positive about the schools, especially the structure and emphasis on basics. Some expressed concern over elective offerings. Most parents said they would select this school again if they had the opportunity. Middle classical teachers were the least positive about the magnet program among teacher groups. They expressed less satisfaction with materials and coverage of basics, the adequacy of existing curriculum, and students schedules and behavior. Students were less positive about the middle classical program than other magnet student groups. They expressed concern about the strictness of rules, class length, time between classes, course offerings and schedules. As summarized by one student: "School was different. I learned more in language arts." Another student said of classes, "Some were fun. Some weren't."

Conclusion

In considering the magnet program generally, the data from surveys and interviews are consistent in indicating support among teachers, parents, and students. One may however, be concerned with the conditional support indicated by students, parents and teachers in both middle school program groups. Since elementary and senior gifted and talented programs received much greater support than the similar middle school program, and because the "differentness" of the middle classical program from traditional approaches may be perceived as being minimal, we encourage examination of problems unique to the middle school years as the first step, and the problems unique to the middle gifted and talented and middle classical magnet programs as the second step.

TEACHER ATTITUDES

SURVEY DATA ANALYSIS

Sample Characteristics

The population of teachers who returned their responses was 788. The questionnaire had sought information in order to be able to better describe the population. The characteristics of the population were:

Race	18%	(133)	Black
	79%	(581)	White
	.04%	(3)	Asian
	3%	(12)	Other
Years Taught in Wake County	42%	(316)	1-5 years
	26%	(191)	6-10 years
	14%	(107)	11-15 years
	12%	(88)	15-20 years
	6%	(47)	20 or more years
Level of Education	70%	(530)	Bachelor's
	21%	(153)	Master's
	8%	(54)	Post-Master's
	1%	(7)	Doctorate
Grade Level Taught	26%	(187)	K-2
	23%	(169)	3-5
	23%	(165)	6-8
	12%	(84)	9-12
	16%	(122)	Other
Chose to Teach in This School	84%	(618)	Yes
	16%	(106)	No

General Assessment of Magnet Program

The magnet school teachers were asked to respond to three statements to try to assess their general opinions of the magnet program. The teachers were first asked to choose a response to the item, "I like teaching this year." Seventy-eight percent of the teachers indicated agreement (total percent agreed or strongly agreed.) Eleven percent were neutral and eleven percent indicated disagreement (total percent disagreed or strongly disagreed.)

Program type seemed to affect the responses somewhat. Elementary and senior gifted and talented programs had eighty percent and eighty-one percent of the teachers, respectively, agreeing or strongly agreeing with the statement. Similar levels of agreement were found in the international, elementary classical, and extended day programs (80%, 84%, and 86% agreement, respectively.) Sixty-nine percent of the teachers in middle gifted and talented programs indicated agreement (12% neutral and 19% indicated disagreement.) Sixty percent of the middle classical program teachers were in agreement, ten percent were neutral and thirty percent indicated disagreement.

The teachers were also asked to respond to the statement, "All in all, the magnet school program has been worth the effort." Fifty-nine percent of the teachers agreed or strongly agreed. Twenty-one percent disagreed or strongly disagreed, and sixteen percent were neutral. Higher levels of agreement were found in the senior gifted and talented program (75%), and elementary classical program (87%). The elementary gifted and talented program had sixty-three percent agreement and the international studies program had sixty percent agreement. Extended day had forty percent agreeing, but also had a large neutral response (42%) as to whether the magnet school program had been worth the effort. According to comments made by teachers in the extended day magnets, many of them do not include themselves as part of the magnet program as the extended day program is largely operated by teachers who are part-time. It appears that the facilities are not always integrated. This was seen as problematic by some of the parents who participated in the focus group interviews. This may account for the fact that a large percentage of the extended day teachers did not express strong sentiment about this magnet program. Middle gifted and talented program teachers responded with forty-nine percent in agreement. The lowest rate of agreement was found among the middle classical teachers (28%).

When asked, "If I have a choice, I will opt to teach in this magnet school next year, "seventy-five percent agreed or strongly agreed. Twelve percent were neutral while thirteen percent were in disagreement. Middle gifted and talented and middle classical programs had the lowest rates of agreement (67% and 61%, respectively.) International studies and extended day programs exhibiting similar results of seventy-five and seventy-two percent agreement, respectively. Elementary gifted and talented had seventy-six percent of teachers in agreement while senior gifted and talented had eighty-three percent in agreement. Elementary classical teachers were most positive with eighty-seven percent in agreement.

In summary, the teachers were generally positive in their assessments. Teachers in both the middle school programs were less enthusiastic about the program generally. Elementary and senior gifted and talented teachers, international and elementary classical teachers were consistently more positive. Finally, it is important to note that the sixteen percent who did not choose to teach in a magnet program but were assigned one were consistently more negative than those who did.

Special Issues

The teachers were asked to respond to statements about their students and the nature of the instructional program and support. Several items concerned students. Eighty-three percent of the teachers agreed or strongly agreed that most of their "students seem to like school this year." Middle classical had the lowest percentage of agreement (51%) while elementary classical had the highest rate of agreement (95%). The other programs had seventy-three percent agreement for middle gifted and talented, seventy-nine percent for senior gifted and talented, eighty-eight percent for international studies, eighty-nine percent for extended day and ninety percent for elementary gifted and talented.

The second student item concerned the students motivation to learn this year. Sixty-nine percent of teachers responding agreed that students were motivated. Senior High gifted and talented program teachers indicated fifty-eight percent agreement, 51% of middle school gifted and talented teachers agreed and seventy-six percent of the elementary gifted and talented teachers saw their students as motivated. Middle classical teachers were the least likely to agree (42%) with the motivation item. International studies, elementary classical and extended day teachers were most likely to agree (80%, 83%, and 88%, respectively.)

Seventy-three percent of all teachers surveyed agreed their expectations of students were high while only nine percent expressed disagreement. The programs varied in their responses. The middle classical and the extended day programs had the lowest rates of agreement (58% and 66%, respectively.) A middle group seemed evident composed of the elementary gifted and talented (72% agreement), international studies (74%) and middle gifted and talented (75%). The programs with the most teachers agreeing that teacher expectations of students is high are the senior gifted and talented (84%) and the elementary classical (90%). A less optimistic view emerges from their evaluation of student behavior. Overall, only forty-four percent of the teachers agreed or strongly agreed that student behavior was good. Student behavior was considered good by teachers more often in senior gifted and talented (59%) and elementary classical (56%). The extended day teachers had fifty percent agreement and international studies had forty-seven percent agreement. There was less agreement expressed by elementary gifted and talented and by middle classical program teachers (both 39%) and by the middle gifted and talented teachers (36%).

Sixty-eight percent of all the teachers agreed or strongly agreed that students have adjusted to the new schedule. Only fifteen percent are in disagreement, while seventeen percent remain neutral. Middle classical (58%), senior gifted and talented (61%), middle gifted and talented (63%) had lowest rates of agreement while extended day (67%) and elementary gifted and talented (69%), and international studies (70%) had somewhat higher rates of agreement. Eighty-nine percent of the elementary classical teachers agreed that their students had adjusted to the new schedule.

The last student measure concerned students' choosing "well-balanced schedules." There was no teacher consensus. Thirty-seven percent agreed, thirty-one percent were neutral while thirty-two percent were in disagreement. Agreement was strongest among international studies program teachers (54%) and elementary gifted and talented (46%). Middle gifted and talented (27%), senior gifted and talented (29%), and middle classical all shared low levels of agreement. Nonresponses were high for the elementary classical and extended day because this item is not applicable to them.

A series of questions tried to tap the instructional program and support. Two questions concerned available materials for instruction. Forty-nine percent of teachers disagreed with the statement that there were more materials for basics; thirty-three percent were neutral; while eighteen percent agreed. Middle classical teachers were in greatest disagreement (66%), while senior gifted ant talented teachers had forty-eight percent disagreement and international studies had fifty-five percent disagreement that more materials were available for the basics this year. Disagreement was less for extended day (39%), middle gifted and talented (41%), elementary classical (43%), and elementary gifted and talented (48%).

A second materials question concerned the adequacy of materials for electives courses. Fifty-two percent expressed disagreement with the statement. Thirty-one percent expressed agreement while only seventeen percent remained neutral. There was no program type in which a majority of the teachers agreed with the statement. Middle classical teachers were among the least likely to agree (13%), while nineteen percent of middle gifted and talented agreed. The rates of agreement were higher for senior gifted and talented (35%), elementary gifted and talented (37%) and international studies (40%). The question is not applicable to elementary classical or extended day programs.

Three items concern time allotted and coverage of courses. Thirty-eight percent of all teachers agreed "length of classes is sufficient to learn basic skills." Forty-eight percent, however, disagreed, and fourteen percent are neutral. There were wide differences by program in teacher attitudes. Elementary classical and extended day, both more traditional in program, exhibited the highest agreement (80% and 73%, respectively.) Middle gifted and talented, middle classical, the senior gifted and talented, and elementary gifted and talented had majorities indicating disagreement (67%, 64%, 60%, and 53%, respectively.) International studies had forty-two percent agreement and forty percent disagreement. One finds teachers with older students were more likely to indicate the length of class was not sufficient for students to learn basic skills.

Another question addressed the same issue from another vantage point by asking the teachers to indicate relative agreement that the basics are being adequately covered. Teachers were more inclined to agree (55%) with the statement than to disagree (26%), but agreement varied widely by program. Elementary classical (85%) and extended day (73%) were most likely to agree, the middle schools teachers were most likely to disagree (middle gifted and talented - 55%; middle classical - 54%). Only thirty-three percent of the elementary gifted and talented agree, while forty-one percent of international studies teachers and forty-nine percent of the senior gifted and talented teachers agreed.

The third question on time and coverage of subject matter concerned whether the time in elective courses should be increased. Most teachers believed elective course time should not be increased (72%). Only thirteen percent agreed, fifteen percent were neutral. The item is not applicable to the elementary classical and extended day programs. The programs had similar rates of agreement (middle classical, 9%; international studies, 10%; elementary gifted and talented, 12%; senior gifted and talented, 14%; and middle gifted and talented, 17%). It should be noted however that thirty-nine percent of the senior gifted and talented were neutral.

Overall, one gathers the impression that teachers think basics are being adequately covered but don't want to see more time going to electives. There appears to be no consensus in opinion of teachers as to whether or not the time spent on courses is sufficient.

Three items concerned the curricula. Overall, slightly over half (57%) agreed with the statement that existing curricula are adequate to guide preparation in basic skills. Twenty percent disagreed; twenty-three percent were netural. The impression is that teachers are mildly satisfied with the basics curriculum. Programs varied little. Elementary classical teachers agreed most often (77%), international studies had sixty-four percent agreement, while senior gifted and talented and extended day teachers had fifty-nine percent and fifty-eight percent agreement, respectively. Elementary gifted and talented and fifty-six percent agreement. Middle gifted and talented and middle classical teachers agreed least often (50% and 49%, respectively.)

Teachers did, however, tend to disagree (52%) that written curricula were adequate to guide preparation in electives. Twenty-six percent were in agreement while twenty-two percent were neutral. The item is not applicable to the elementary classical and extended day programs. The highest rate of agreement was among the senior gifted and talented teachers (39%). International studies and elementary gifted and talented had rates of agreement of thirty percent and twenty-eight percent, respectively. Middle classical had the lowest agreement (15%) but also had the largest neutral category (31%).

When asked whether multi-grade electives are acceptable only senior gifted and talented teachers exhibited a clean preference with sixty-four percent in agreement. Teachers in other programs were about equally divided in agreeing or disagreeing, and overall thirty-nine percent agreed and thirty-nine percent disagreed.

Overall, teachers appear to be divided in opinion regarding the curricula. They seem somewhat satisfied with curricula for basic courses but somewhat dissatisfied with written curricula on elective courses.

A final set of items concern teacher preparation for instruction in the magnet program. Forty percent of teachers overall, would like more staff development. Thirty-five percent do not want more, while twenty-five percent were neutral. In no program did a majority of teachers favor more staff development. Elementary classical (24%) and extended day (30%) had the lowest rates of agreements, but both also had large neutral categories (27% and 40%, respectively.)

Teachers were also asked if they "had adequate planning time this year for basic courses." Thirty-eight percent were in agreement and forty-eight percent were in disagreement. Middle and senior gifted and talented teachers were less likely to agree (both 27%.) Teachers in other programs remained slightly negative about the adequacy of their planning time for the basics.

Finally, teachers were asked if they were "adequately prepared to teach." Ninety percent thought they were. There was little variation by program.

The items on the teacher survey that attempted to tap special issues are difficult to summarize. Of the items concerning students, teachers seemed least positive about student behavior and students choosing balanced schedules. They tended to think students liked school, had adjusted to the schedule, and were motivated to learn. Teachers also thought their expectations of students were high.

With regard to instructional materials, most teachers felt there were not more materials for basics provided for the 1982-83 school year. Most also indicated they did not have adequate materials to implement the elective courses.

While just over half the teachers thought basics were adequately covered, slightly less than half the teachers thought the length of class sufficient for students to learn basic skills. A clear majority did not think time spent in elective courses should be increased.

Slightly over half the teachers thought the curriculum for the basics was adequate and for electives was inadequate. Only senior gifted and talented program teachers favored multigrade electives.

Teachers expressed mixed views regarding additional staff development and planning time. There was no question, however, that teachers overall considered themselves adequately prepared to teach. The pattern of these results, it should be noted, is systematically affected by whether the teachers perceived they had chosen to teach at their school or not. The sixteen percent of the teachers who did not choose to teach at the school were consistently more negative than the teachers who choose their school.

Since these special issues items cover a broad spectrum of issues it is difficult to summarize the patterns of responses by program type. However, the middle school programs consistently have lower rates of agreement. The reason for this is not readily apparent. Certainly, the middle school years are generally regarded as the most difficult, but the data did not allow for systematic assessment of the causes of the attitudes of the teachers.

To conclude, it appears that a majority of the teachers have a positive opinion of the Schools of Choice Programs in general. The teachers feel they are adequately prepared to teach and the majority do not want additional staff development activities. Length of class periods and number of electives are issues on which there is not a clear-cut consensus. Apparently, there have been some start-up problems which need attention -- multigrade elctives, lack of materials, inadequate written curricula for the electives. The middle school programs have the least positive attitudes. Further, teachers were much more likely to express positive opinions about the program and the school if the teacher had chosen to teach in the program. A summary of the responses of the Magnet School Teachers is on pages 92 and 93.

PARENT ATTITUDES

ANALYSIS OF SURVEY DATA

Sample Characteristics

A total of 9,616 parents returned questionnaires. This sample represented parents of children in grades kindergarten through eight plus parents of students in grades 9-12 at Enloe High School. The characteristics of the students as reported by parents were as follows:

Race		32%	(3038)	Black
		66%	(6206)	White
		1.4%	(136)	Asian
		.6%	(64)	Other
Sex		49%	(4626)	Male
		51%	(4850)	Female
Grade	K	10%	(895)	
	1	11%	(959)	
	2	10%	(915)	
	3	10%	(908)	
	4	11%	(955)	
	5	12%	(1078)	
	6	13%	(1114)	
	7	9%	(749)	
	8	7%	(574)	
	9	3%	(275)	
	10	2%	(186)	
	11	1%	(121)	
	12	1%	(121)	

General Assessment

Four items were included in the questionnaire to determine parents' general assessment of the magnet program: "My child likes the school attended," "This year, I like my child's school," "Compared to last year I like the school," and "I would recommend this school to other parents."

The parents were quite positive about the school and the magnet program. Overall 92% of the parents reported their child liked the school he/she attended. Parents with children in middle classical (base, 81%, and draw, 84%) and base extended day (82%) programs while still quite positive were somewhat less likely, however, to indicate their children liked the school attended than were parents of children in other programs. Parents with children from draw areas, regardless of school programs, consistently reported their children liked school at a higher rate than did parents with children in base areas, (84% base agreed, compared to 95% draw).

Parents consistently "liked" the school attended this year, (92%). Again, parents from the draw area expressed greater liking for the school, (95%), than did parents from the base population, (84%), although both were quite positive. While parents with children in extended day programs expressed virtually unanimous liking for the school program (98%), parents overall reported high levels of liking for the schools for themselves and their children regardless of the type of magnet program.

It is apparent that parent attitudes have improved over the past year, regardless of whether they choose the magnet program (draw) or elected to stay in their assigned school (base), although the draw parents' attitudes improved considerably more. Compared to the previous year, 28% of the parents in the base areas and 51% of parents in draw areas reported liking the school better this year. Fifty-four percent of the base area parents and 41% of the draw parents liked the present school about the same as the school their child attended the previous year. Eighteen percent of the parents in base areas and 8% of parents in draw areas liked the current school their child attended less. Compared with parents from other base program populations, parents with children in the international program expressed a higher rate of liking better this year the school program (42%), than did base area parents generally. Overall, 88% of the parents liked the present school more or the same as the previous year. Parents with children in middle classical draw populations (80%), were less likely than draw parents in other magnet programs (92%), to indicate same or more preference for the present school over the previous school. Again, however, parents are highly positive.

Overall, parents expressed a strong willingness to recommend the school to other parents, (89%). Parents from draw populations (93%) were more likely to recommend their child's school to others than were parents from base areas, (81%). Within the base program populations, parents with children in elementary classical programs were most likely to recommend the school (95%); while the international program base parents were least likely of the base parents, (75%) to recommend the school.

Although still willing to offer recommendations to others, parents with children in middle classical draw (82%) areas were less willing to offer positive recommendations than other draw parents. Again, however, the least positive parent groups are still highly positive.

Overall, parents expressed a highly positive assessment of the schools. In every case, parents in draw areas exhibited higher rates of positive assessment than did parents in base areas. Parents with children in extended day programs expressed very high levels of liking the program. Base extended day program students and middle classical program students were reported by parents not to be as positive about the school. Overall, most parents liked the school more or about the same as the previous year. Draw parents with children in the Classical Middle School program were somewhat less positive however, than other draw parents. Middle classical draw parents were also less likely to recommend the school to other parents, even though a vast majority indicated they would recommend the school.

Special Issues

The parents were asked their opinions about a range of issues believed to be relevant to the Schools of Choice Program. Opinions about classes, teachers, their child's program, and the bus ride were all sought. Even though these topics were issues of believed controversy it could have been expected that parents would be more negative. However, parents remained quite positive, al beit somewhat less than positive than in their general assessments. Parents were asked if they were pleased with their child's class schedule. 83% indicated that they were. Draw parents were more likely to be pleased (88%), than the base parents (76%). Among the base parents, those in the elementary gifted and talented (70%), middle gifted and talented (75%), and middle classical (77%) were less pleased than those in other programs. Among the draw parents, the middle gifted and talented (81%) and middle classical (80%) programs had the least positive responses. Again, however, these are still high rates of agreement.

Parents were also asked if class periods were long enough and 82% indicated they were. The draw parents were more positive than base parents (89% versus 76%). Among the base parents, the elementary and middle gifted and talented programs had the least positive responses (71% and 72%, respectfully). Among the draw parents, the middle gifted and talented program received the least positive response about length of classes (73%), although almost three-fourths of the parents saw the length of classes as adequate.

Parents were asked if they were satisfied with their child's electives, and it seems they were. Of those who had electives, 82% reported they were satisfied with the electives. The draw parents were more satisfied (86%) than the base parents (75%). The middle classical program received the least positive (but still positive) generally response from base parents (69%) and (70%) from draw parents.

Parents were asked about the choice of electives and again, were generally positive with 70% indicating the choice was adequate, 13% indicating "too few" choices, and 18% indicating "too many." Draw parents were slightly more likely to see the choice as adequate (75%)

than the base parents (68%) who were slightly more likely to say too many choices. Of the base parents, the extended day and elementary classical programs were excluded since these programs do not contain electives. Base parents in the middle classical (60%), middle gifted and talented (64%), and elementary gifted and talented (67%) viewed the choice of electives to be adequate. Of these, the elementary and middle gifted and talented parents saw too many electives, (23% and 28%, respectfully) while middle classical saw too few (25%). Of the draw parents (again, excluding extended day and elementary classical), the middle classical parents were least likely to see the choice as adequate (60%) with 28% seeing too few electives in that program. Thus it appears that programs that emphasize electives are criticized for having too many, while those who de-emphasize electives are criticized for having too few electives.

Parents were asked about the teachers. The parents overwhelmingly agreed that teachers were well-prepared (91%), with draw parents slightly more likely to see teachers as prepared (93%) than base parents (85%). Of the base parents, the three gifted and talented programs were seen as having the least well-prepared teachers although all were highly positive (elementary gifted and talented 84%; middle gifted and talented 83% and senior gifted and talented 79% well-prepared). Draw parents of the middle classical, middle and senior gifted and talented programs (82%, 87%, and 90%, respectively,) perceived teachers as well-prepared although less than was the case with other magnet draw parents. Again, all parent groups were highly positive cautioning us not make distinctions between programs.

The availability of teachers to meet with parents about their child's schoolwork was also quite favorably perceived by parents. Parents were highly positive (95%) with draw parents only slightly more positive (96%) than base parents (93%). The range of responses for each the base and draw parents is narrow making it difficult to have convincing differences between the programs. For the base parents, the senior gifted and talented program was seen as least available (85% available) with the middle schools coming next. For the draw parents, the middle classical is perceived as having the least available teachers (86% available) with the middle and senior gifted and talented programs coming next. This may be the result of secondary schools having a different relationship with the parents than elementary schools.

Since the parents are positive about the classes and teachers, it could be expected that they would also be satisfied with their child's progress, and 82% indicated they were. Draw parents (85%) were more positive than base parents (74%). Of the base parents, it seems that parents are least satisfied with their child's progress in the senior gifted and talented (70%) and the international studies programs (69%). Of the draw parents, it is in the middle classical at (77%) middle gifted and talented (80%) and, the international (81%) programs that they are the least satisfied with their child's progress.

Finally, the parents were asked about their satisfaction with the bus transportation provided, and 78% said they were. Whether the parents were base or draw seemed to make little difference (77% satisfied with base; 80% with draw). Of the base parents, those in the elementary classical (70%), middle classical (73%), elementary gifted and talented (76%) and middle gifted and talented (75%) were the least satisfied. Of the draw parents, those in the middle gifted and talented (70%), senior gifted and talented (75%) and middle classical (75%) were the least satisfied. Transportation is often believed to be a controversial issue, yet parents indicated high levels of satisfaction.

In summary, the parents were rather positive about the special issues tapped by the survey, number of electives, teachers' preparedness, transportation, and class schedule. Draw parents were generally more positive than base parents. Concerning schedule and electives, it seems that the elementary gifted and talented and both the middle school programs were seen least positive (but still positive.) Concerning teacher preparedness and availability, parents felt less positive about the secondary program than elementary programs even though both were still positive. Perceived progress of the child varied considerably by draw and base for programs, with draw parents perceiving the two middle schools and the international programs least favorably and base parents perceiving the senior gifted and talented and international programs least favorably. Finally, the parents were positive about the bus transportation, but some commented the rides were too long and a few suggested isolated cases of discipline problems. The consistent pattern is one of variations among highly positive respondents. graphic descriptions of parent survey data are placed at the end of this section.

Analysis of Parent Interviews

The parents who participated in the interviews were uniformly positive about the various programs and almost all would repeat the experience.

The extended day program was seen quite positively by parents. Two put it enthusiastically:

> "It's one of the best kept secrets in the school system."
>
> "Everyone is in agreement. Their child is happy."

The parents perceived there had been some implementation problems, (now resolved). The hours were too limited, minorities were not being adequately served, and extended and regular staffs were insufficiently integrated. They said:

> "It (implementation) was mass confusion. It's leveled out."
>
> "The only thing I don't like about extended day is that it needs to be extended thirty minutes longer."
>
> "We don't have the (extended day) magnet schools in the black community."
>
> "Integrating staff of extended day with the staff of the regular curriculum needs to be looked at."

The international studies program parents liked the diligence of the staff, the structure provided, the atmosphere and the electives. In their words:

> "I think they (teachers worked hard.)"
>
> "I like the structure they've got."
>
> "The thing that excites me is the international atmosphere."
>
> "I like the program, the electives that they have...I like the principal...The teachers I have to deal with--they seem to all be involved in the children themselves."

The parents expressed concern about the adequacy of implementation, distance to the school, and adequacy of facilities.

> "I think all the magnet programs had trouble getting started."
>
> "Too far from the house."
>
> "I dislike peeling paint on the ceiling."
>
> "I am aware of the physical plant being old and being run down and that's always a little bit depressing to a group. I think the teachers...are very talented and very committed."

The elementary classical program parents were quite positive about their experiences with the school and magnet program. The parents like the structure, discipline, parent involvement, student response, and emphasis on the basics. They said:

> "I like the concept. It's a structured program. I feel like my children need that structure..."
>
> "I am very happy with the fact that there seems to be a lot of discipline in the school."
>
> "I had heard tremendous things about the school about the involvement of the PTA and the involvement of all the parents at the school as well as the teachers with the child's total like as well as his educational life."
>
> "He loves to go to school and I've noticed the drive that he has, has increased over the year."
>
> "One of the main things I like about it is that it does stress the basics."

The elementary classical parents expressed some concerns over denying others this program, overly full curriculum, and the bus ride.

> "...There are so many kids out there who are getting in trouble that maybe if they had the attention that kids in a magnet program are getting, it might direct them away from their life of crime."

> "In some cases there are too many things that have to be crammed in a day."
>
> "...If there were more classical schools...they wouldn't have to ride so far."

The elementary gifted and talented schools were divided into two groups: regular and equity. "Regular" programs are those inside the beltline; situations where there are a significant number of magnet students drawn to the school for the specific program offered. "Equity" programs were ones established outside the beltline area. These schools for the most part, retained their previous populations and have no "draw" students. Both groups were very positive about the schools and the program, and would choose the school again. Both parent groups liked the response of their children to the program. The regular GT Program parents noted the value of the heterogeniety of students:

> "I like it because of the enthusiasm I've seen in my daughter."
>
> "And now not only does he have his own friends over on our side of town, but he knows what other people are like."

Parents of students in the regular elementary gifted and talented magnet schools also liked the improved school facilities and parent participation, while draw parents noted the enthusiasm of the staff. In their words:

> "Before, the physical plant was not up to merit. Once it was targeted to be a magnet, they tore up tile, they washed our windows, they did a whole lot."
>
> "The parents have really come out in full force. I think if anything we have too much participation; too many things going on."
>
> "The other thing is just a sense of enthusiasm and comraderie among the teachers."

GT Equity Program parents expressed concerns primarily about the elaborateness of the elective offerings. One explained:

> "What disappoints me most is that we would sit down and ponder for days over a schedule...things she would like...only to find out that the periods would be arranged so that the only things she would want would be things she would be unable to take..."

The regular program parents expressed different concerns: Overcrowding, distance to the school, and integration of draw parents. They said:

> "It's beginning to bulge at the seams. That I don't like."
>
> "I dislike the distance. I have hesitated to let my children do some things in the afternoon because I tutor full-time at home and it's impossible to do that and still get over to school and back."
>
> "The thing that I don't like...is that there is not a coherent group among the parents yet...It's not that they don't want to, it just hasn't developed."

The middle school parents were also quite positive about the school and program. The middle classical parents liked the structure, the emphasis on the basics, and the concept. They said:

> "Our daughter has a problem in that she needs to be structured."
>
> "She does get progress reports before report card time, and I like that. And she tends to have plenty of homework, I like that."
>
> "I think the basics are being stressed. That's what I feel good about and that's what I think my daughter needs."
>
> "Conceptually it was good. It brought back to the parents at least the feeling that you were making choices."

The middle classical parents expressed concerns about elective offerings, the implied threat that accompanied the decision to have magnets and some problems with the school labels. In their words:

> "I went over the list (of electives) with her and I haven't the foggiest idea of what those courses are all about."
>
> "My first information on the magnet was that the purpose of it was for racial balance. I got the feeling that if we don't go along with the magnet school program...it was almost a threat... You better watch out or you're really going to be bused."
>
> "A couple of months ago my daughter came to me and said she wanted to go to a gifted and talented magnet, and I asked her, 'Why there?" And she said, 'Well, mama, the students learn more!' I don't think one school is better than another."

The middle gifted and talented parents liked the schools and the program, especially teacher enthusiasm and discipline, student response, and the magnet concept. They said:

> "I am very pleased with the school. They have a good principal, and a good staff. They have the interests of the students at heart...They are very strict and seem to have everything well under control."
>
> "I know several teachers too, and I'm very enthused about the attitudes."
>
> "My daughter could be feeling ill in the morning but she doesn't want to miss."
>
> "I think the magnet concept is good in that if you had a child who had some disability in say, English, who was a genius in math and physics, without the magnet school you wouldn't be able to tap into that, so that's good."

The middle gifted and talented parents expressed concerns about implementation, elective offerings and articulation with the high school.

They said:

> "The first few weeks were bad; when they didn't have the right materials that they needed."
>
> "She got "fluff" courses. Even though she signed up (she's gifted and talented) for a lot of academic courses."
>
> "I think it's nice to have some choice, but I think they have too many choices."
>
> "There's only one problem I have at this point. There is only one place my son can go when he gets out and that's Enloe. Nothing against Enloe, but they can't hold all these kids that are coming out of middle school in Enloe. It will be too crowded."

The senior gifted and talented program parents were quite positive about their school and program. The parents liked the magnet school, teacher interest, their child's response, and the range of offerings and alternative to busing. They said:

> "I think it's been a very positive experience."
>
> "All the teachers I have come in contact with in the program seem to have a tremendous interest in the program plus the students that are there, and that is something in both the school before that they did not have."
>
> "It gave her an opportunity which is the only opportunity that she had in Raleigh, to work with students that have the same interests she had, without leaving Raleigh and going somewhere else. It meant she could stay at home."
>
> "We chose to stay in the regular part of the school, but she is able to select some courses that she would like to take that are a part of the magnet part. Some of these other courses, they did not have before the magnet started."
>
> "Magnets create an alternative to carving up the city and moving those boundaries every time."

The senior gifted and talented parents expressed some concerns only about the length of classes and coverage of the basics. In their words:

> "With the clases cut, it causes a problem in getting as much in the classes as I feel the students need."
>
> "I hope they are getting enough of the basics. That's the only concern I have."

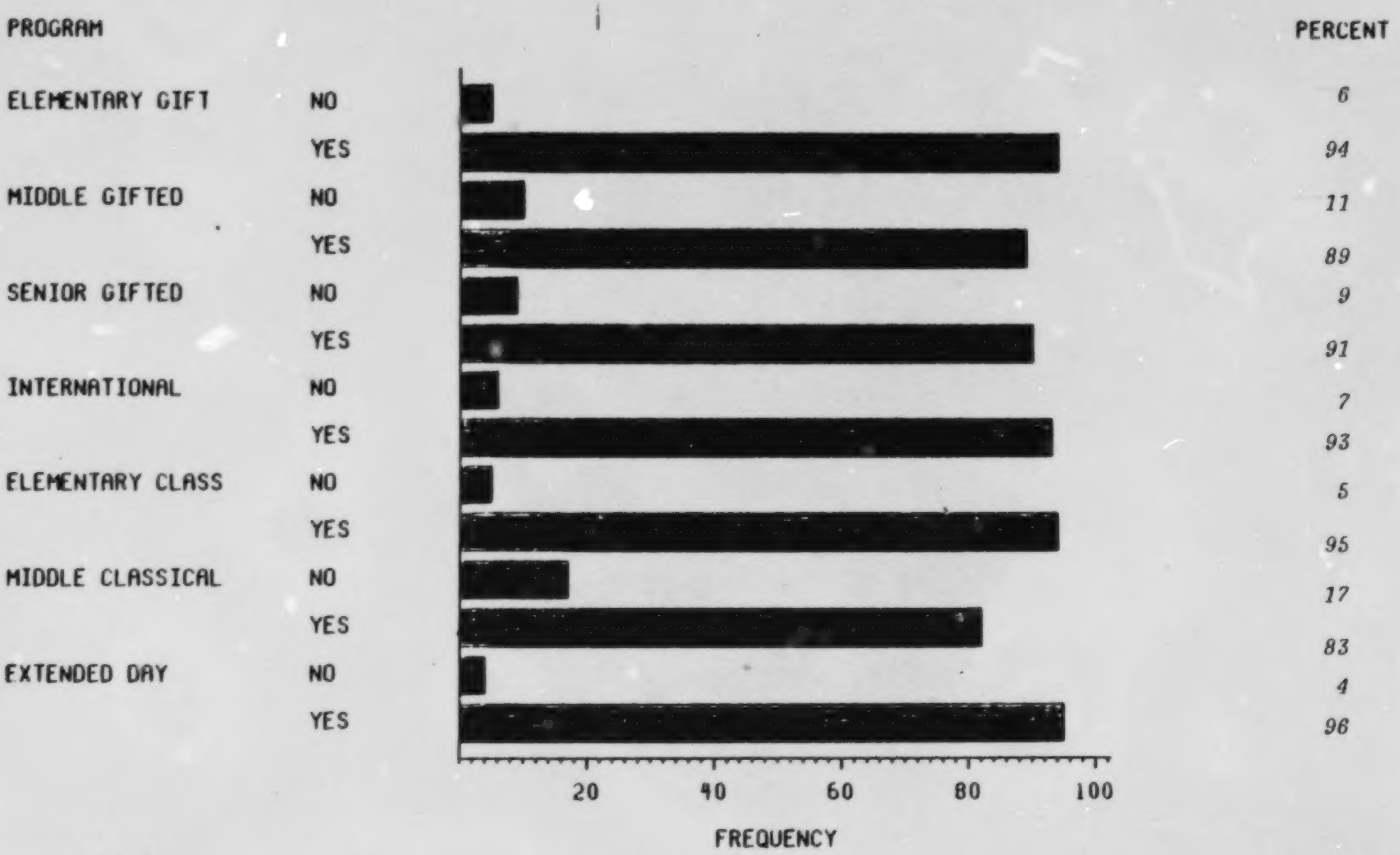
In summary, the parents were uniformly positive about the magnet program. Parents voiced what they saw as strengths and areas of concern for each program. Draw parents were obviously more concerned about issues of bus transportation and obtaining electives that were appropriate to their choice of program. Elective offerings seem to be a topic of general concern, selection and depth of course were specific areas mentioned.

Summary of Parent Attitudes

The parents were strongly positive in their overall assessments of the magnet schools and programs. They saw magnet schools as more desirable than forced busing. Draw parents were more enthusiastic than the generally enthusiastic base parents. Classical middle parents and "base" extended day parents were the least of the enthusiastic parent groups about their programs in the survey. Some concerns were expressed in both the surveys and interviews with elective offerings, bus transportation, and coverage of the basics. Yet in every case, more than a majority viewed the issues favorably. Draw parents tended to be more concerned about elective offerings and bus transportation while base parents were more concerned about the length of time spent in the basic courses, as might be expected.

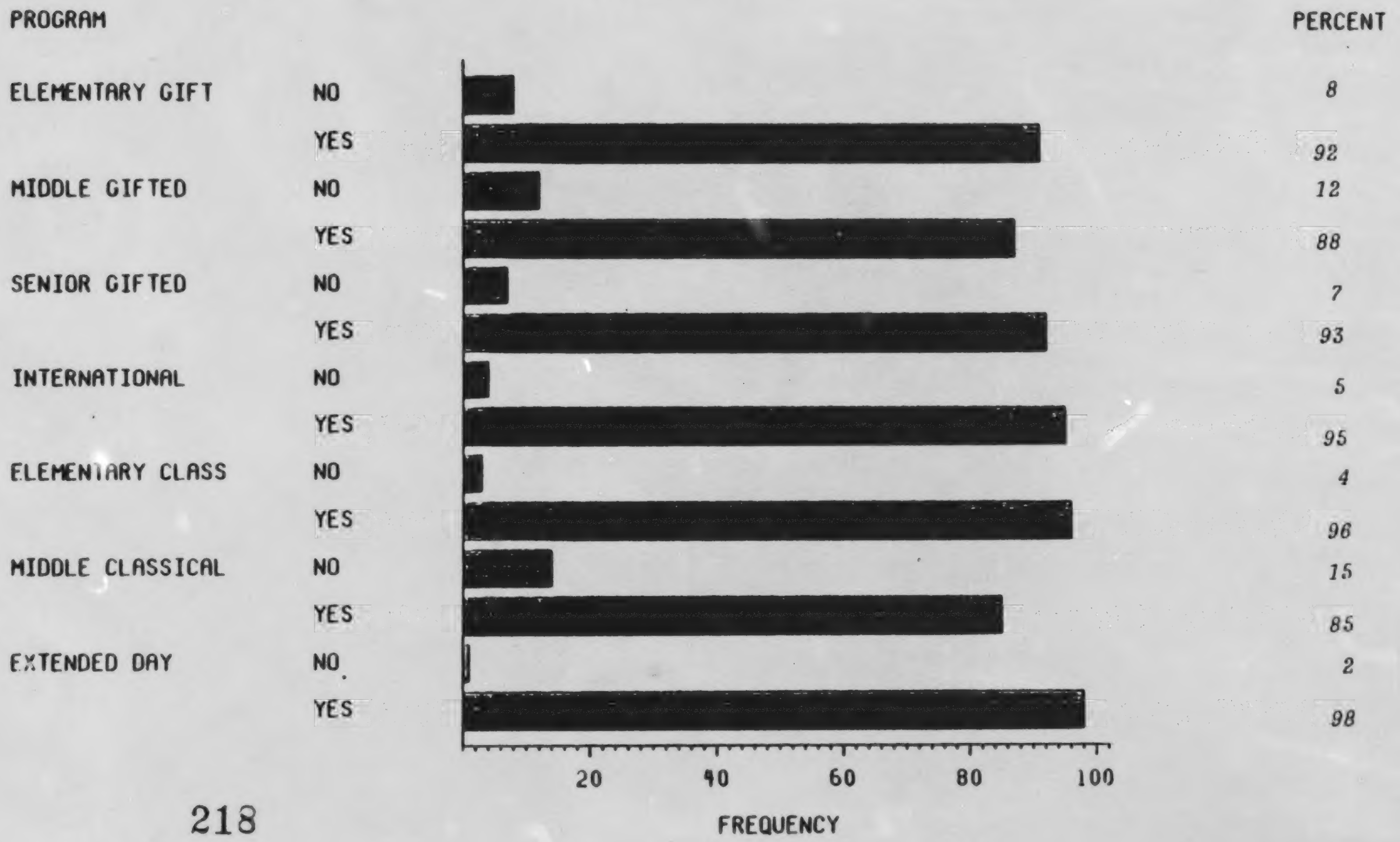
ANALYSIS OF PARENTS SCHOOL SURVEY - BY PROGRAM TYPE

QUESTION #1 - THIS YEAR MY CHILD LIKES HIS OR HER SCHOOL



ANALYSIS OF PARENTS SCHOOL SURVEY – BY PROGRAM TYPE

QUESTION #2 - THIS YEAR I LIKE MY CHILD'S SCHOOL

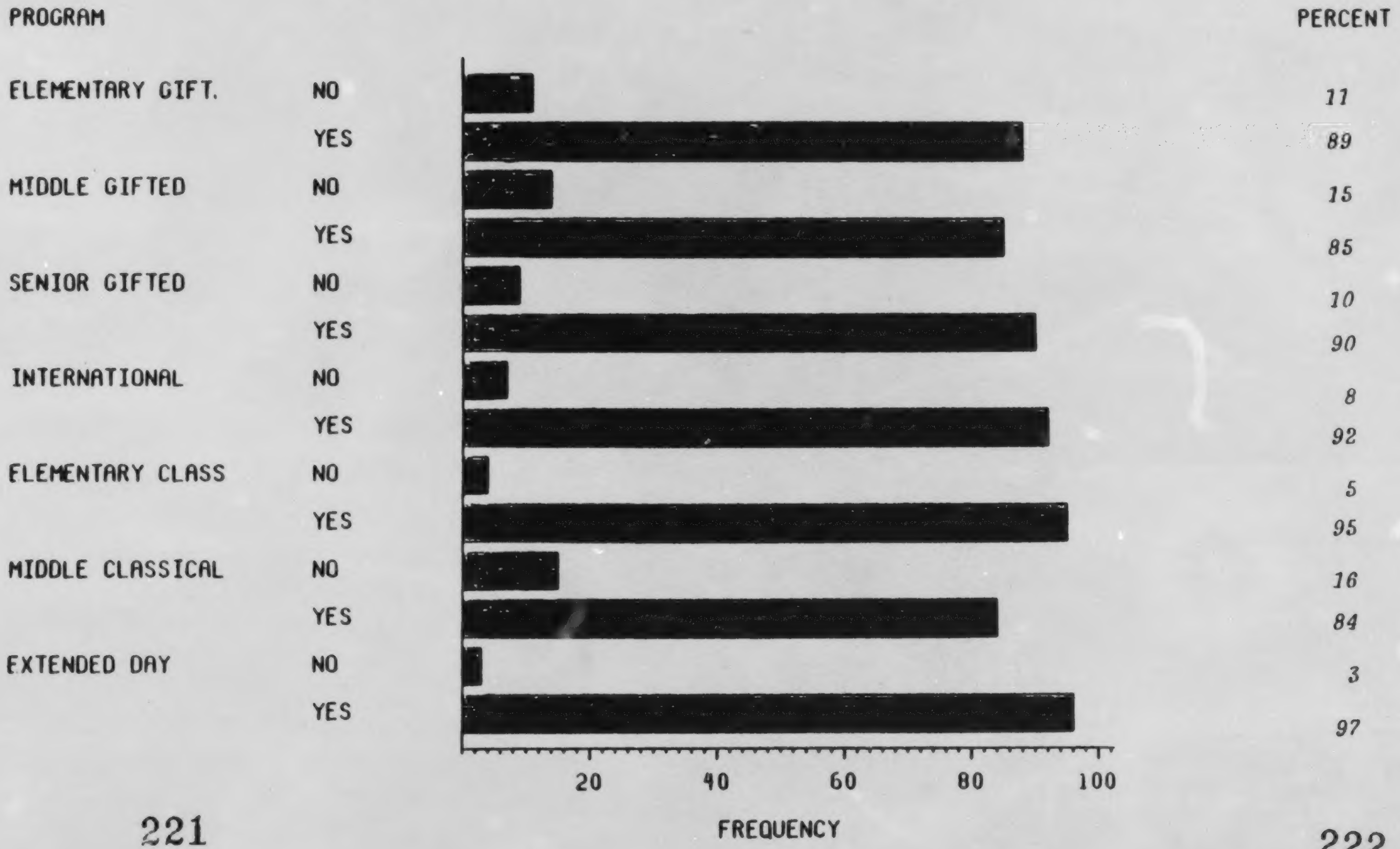


ANALYSIS OF PARENT SCHOOL SURVEY BY PROGRAM TYPE
QUESTION #3 COMPARED TO LAST YEAR — I LIKE MY CHILD'S SCHOOL

MAGNET TYPE	STATISTIC	SAME	MORE	LESS	TOTALS
ELEMENTARY GIFTED AND TALENTED	# OF STUDENTS	1873	1638	523	4034
	PERCENTAGE	46	41	13	
MIDDLE GIFTED AND TALENTED	# OF STUDENTS	476	470	203	1149
	PERCENTAGE	41	41	18	
SENIOR GIFTED AND TALENTED	# OF STUDENTS	404	304	53	761
	PERCENTAGE	53	40	7	
INTERNATIONAL	# OF STUDENTS	129	135	23	287
	PERCENTAGE	45	47	8	
ELEMENTARY CLASSICAL	# OF STUDENTS	463	466	72	1001
	PERCENTAGE	46	47	7	
MIDDLE CLASSICAL	# OF STUDENTS	513	307	157	977
	PERCENTAGE	53	31	16	
EXTENDED DAY	# OF STUDENTS	382	200	35	617
	PERCENTAGE	62	32	6	
	# OF STUDENTS	4240	3520	1006	8826
ALL PROGRAMS COMBINED	PERCENTAGE	48	40	12	

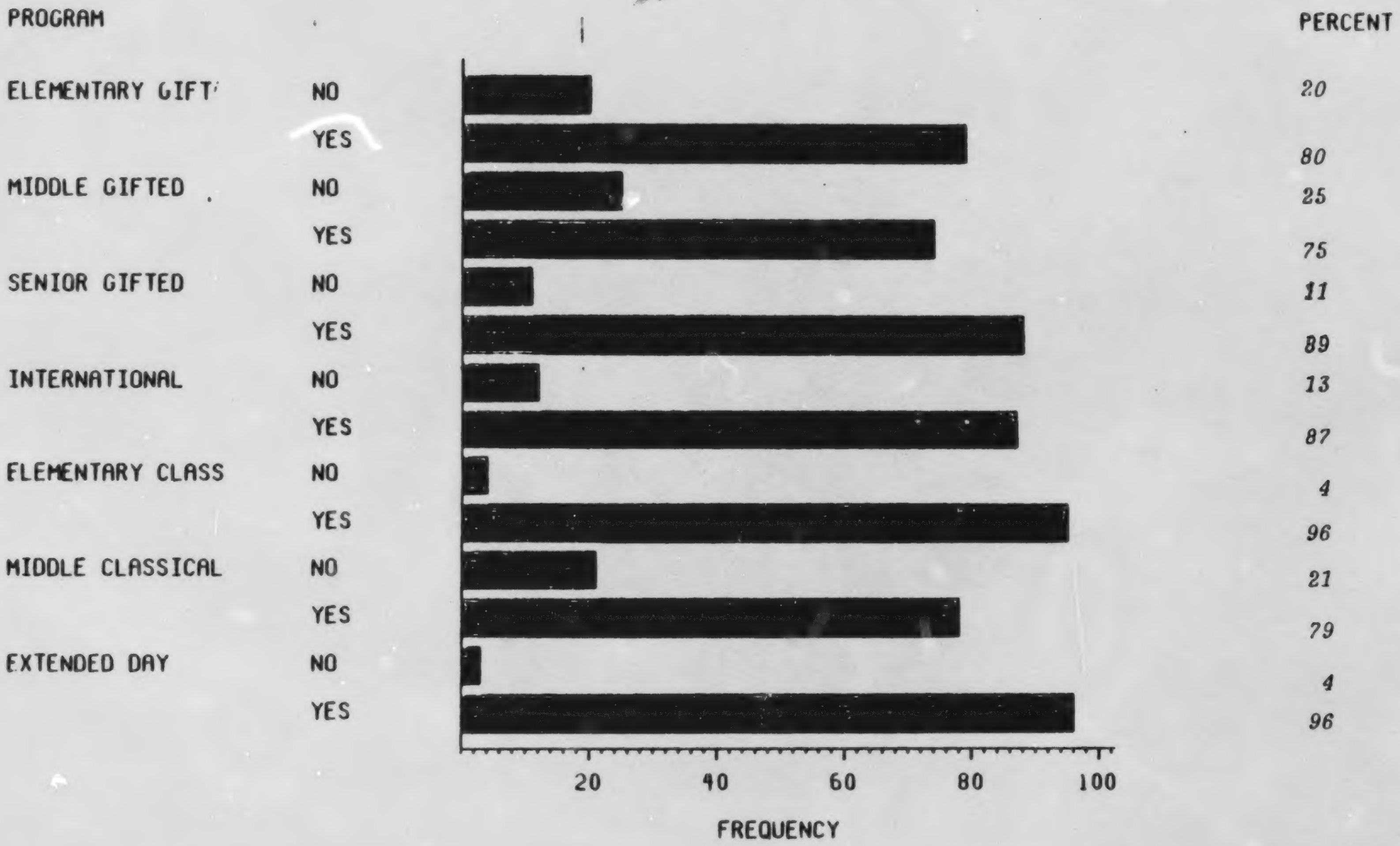
ANALYSIS OF PARENTS SCHOOL SURVEY – BY PROGRAM TYPE

QUESTION #9 - I WOULD RECOMMEND THIS SCHOOL TO OTHER PARENTS



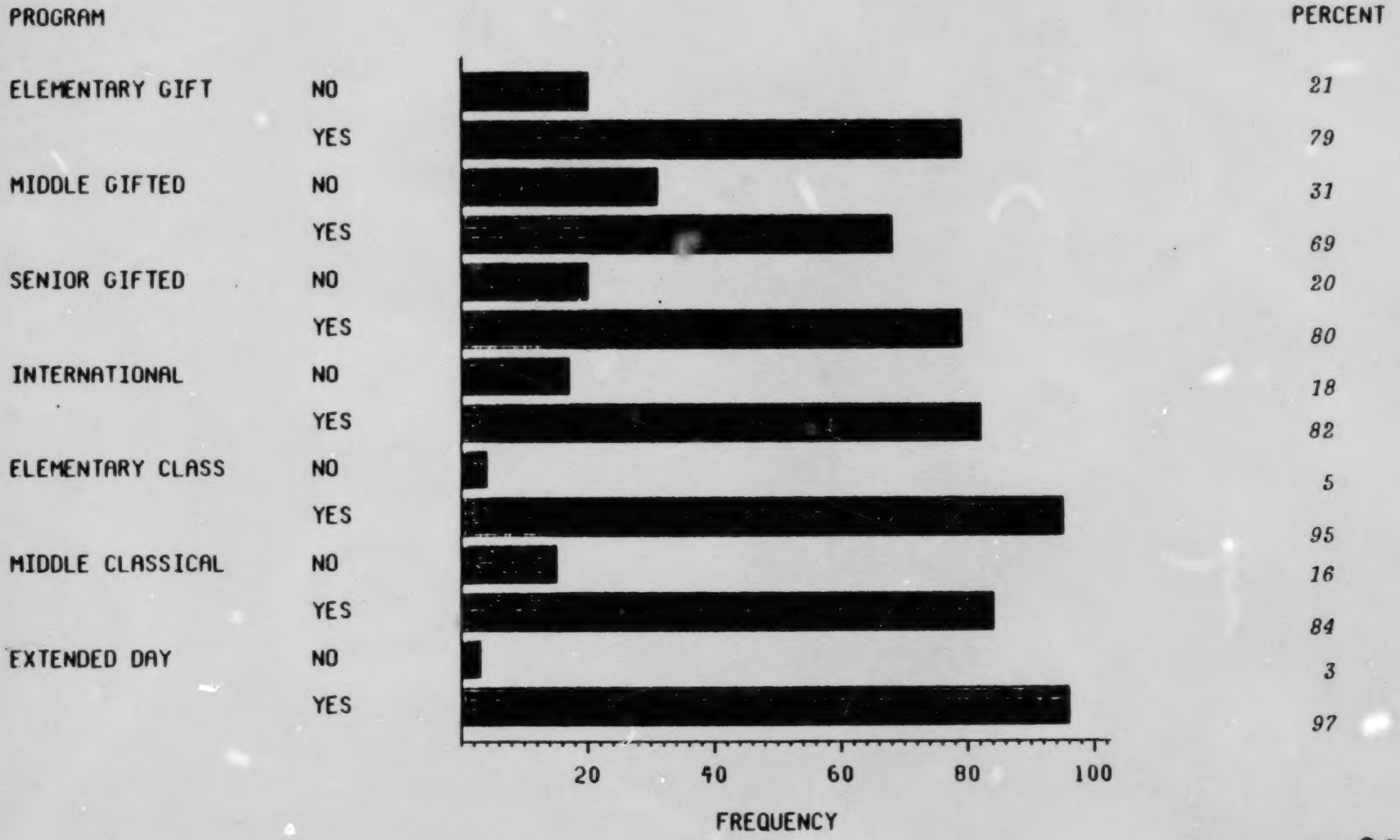
ANALYSIS OF PARENTS SCHOOL SURVEY – BY PROGRAM TYPE

QUESTION #5 - I AM PLEASED WITH MY CHILD'S SCHEDULE



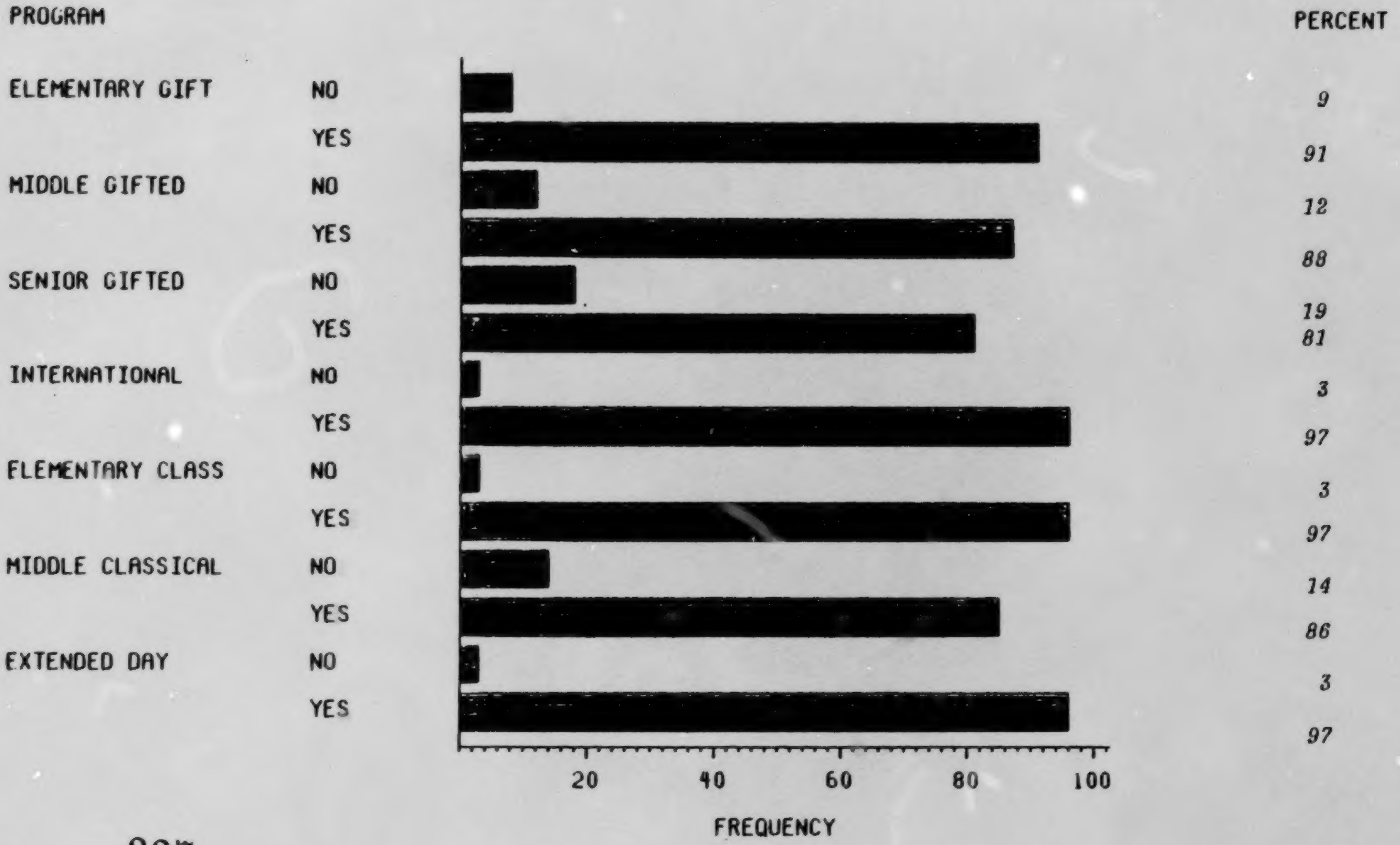
ANALYSIS OF PARENTS SCHOOL SURVEY – BY PROGRAM TYPE

QUESTION #6 - CLASS PERIODS ARE LONG ENOUGH



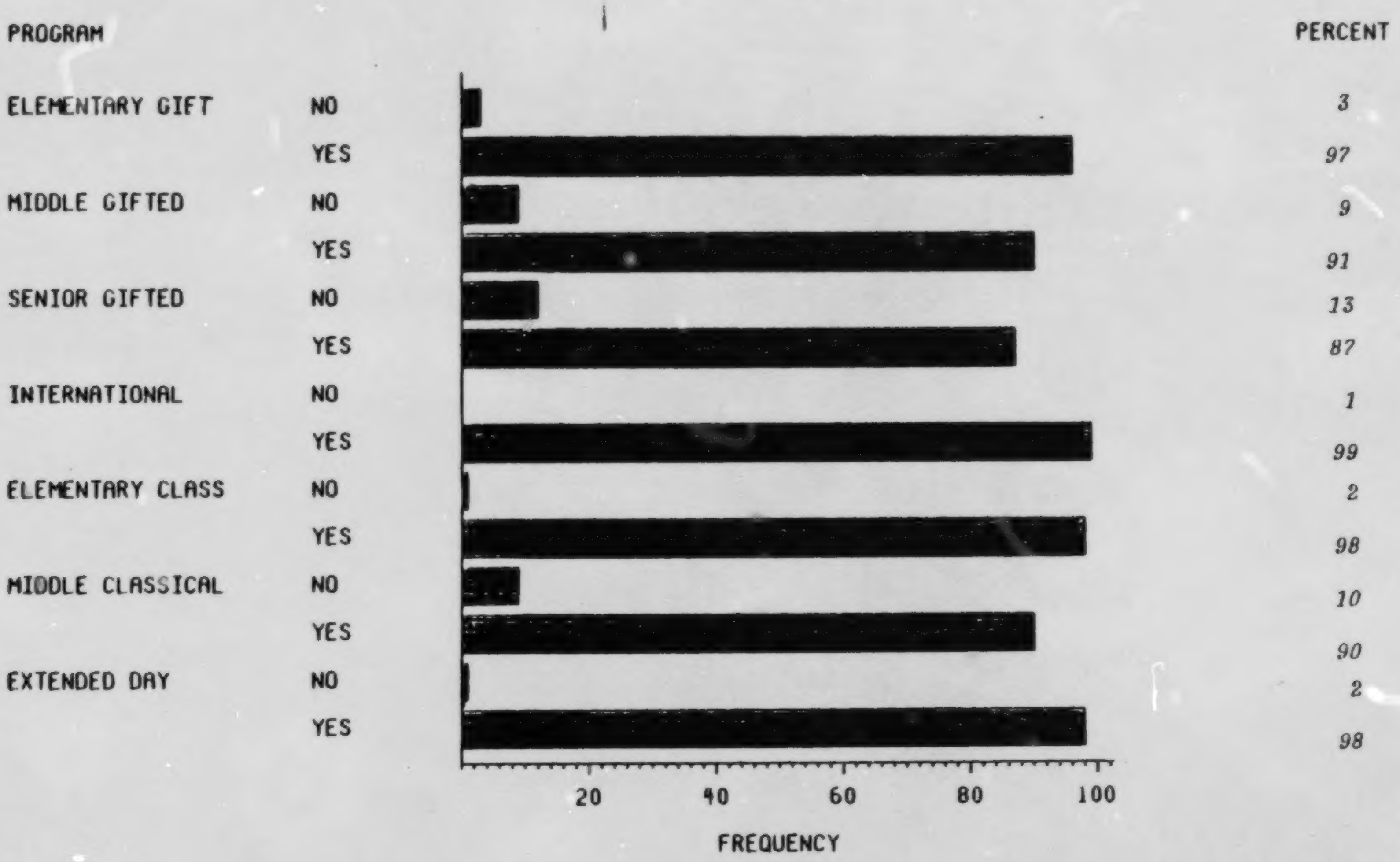
ANALYSIS OF PARENTS SCHOOL SURVEY – BY PROGRAM TYPE

QUESTION #7 - I FEEL MY CHILD'S TEACHERS ARE WELL-PREPARED



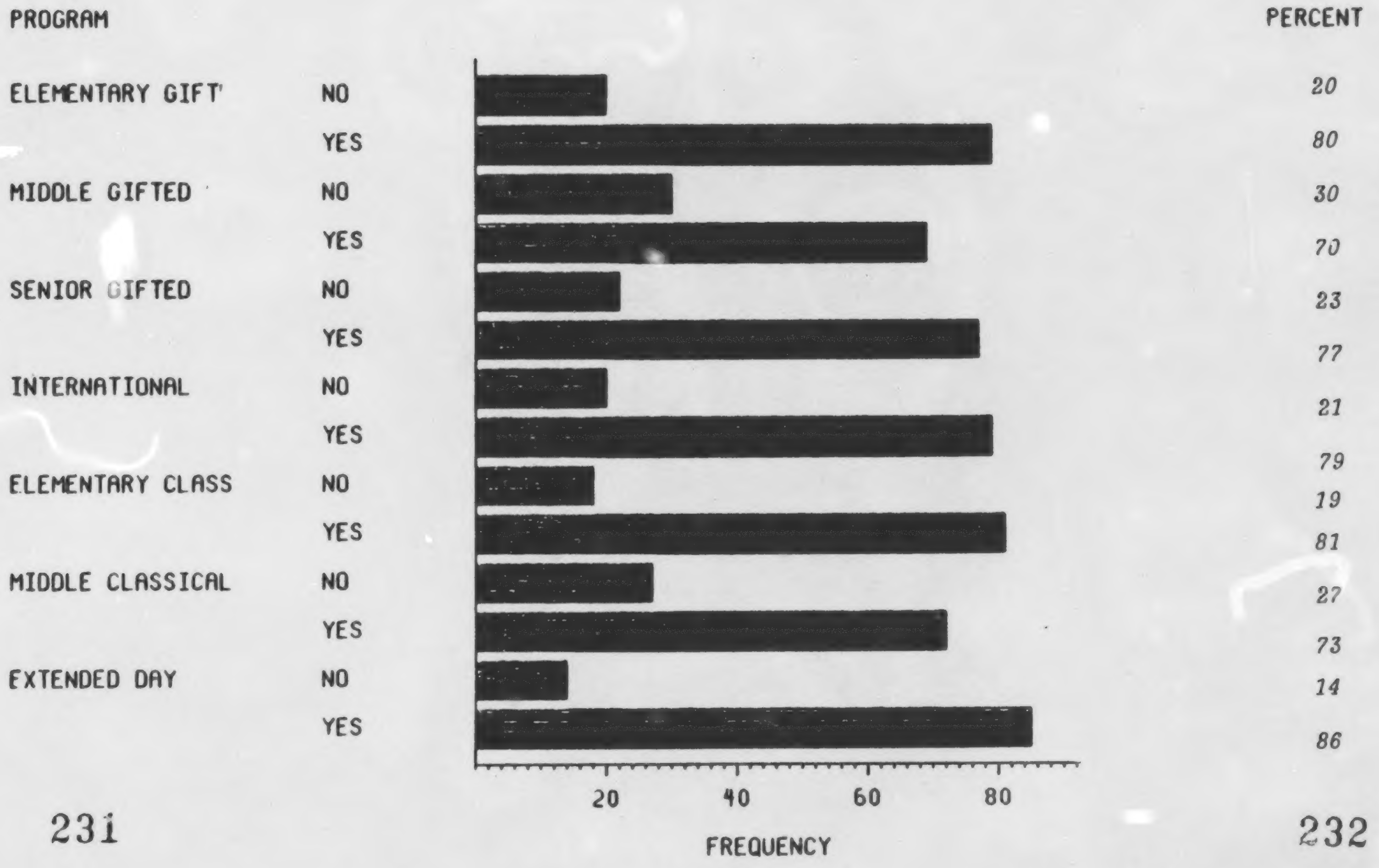
ANALYSIS OF PARENTS SCHOOL SURVEY – BY PROGRAM TYPE

QUESTION #8 - MY CHILD'S TEACHERS ARE AVAILABLE TO TALK



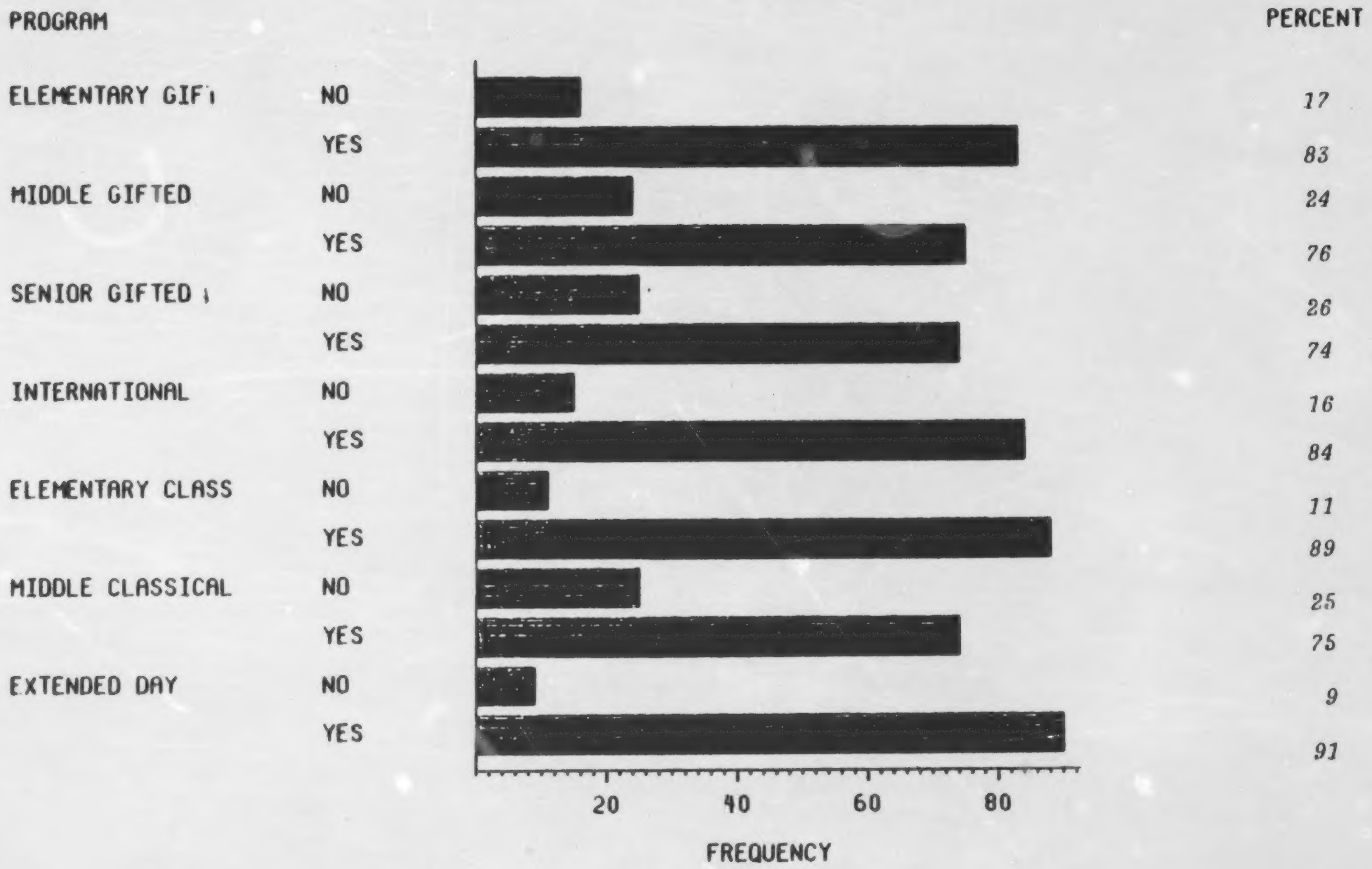
ANALYSIS OF PARENTS SCHOOL SURVEY – BY PROGRAM

QUESTION #11 - I AM SATISFIED WITH THE BUS TRANSPORTATION



ANALYSIS OF PARENTS SCHOOL SURVEY – BY PROGRAM TYPE

QUESTION #12 - I AM SATISFIED WITH MY CHILD'S PROGRESS



ANALYSIS OF PARENTS SCHOOL SURVEY BY PROGRAM TYPE

QUESTION #13 ARE YOU SATISFIED WITH THE ELECTIVES

MAGNET TYPE	STATISTIC	YES	NO ELECTIVE	NO
ELEMENTARY GIFTED AND TALENTED	PERCENTAGE	82	3	15
MIDDLE GIFTED AND TALENTED	PERCENTAGE	77	1	22
SENIOR GIFTED AND TALENTED	PERCENTAGE	88	5	7
INTERNATIONAL STUDIES	PERCENTAGE	86	4	10

QUESTION #14 THE CHOICE OF ELECTIVES IS

MAGNET TYPE	STATISTIC	ADEQUATE	TOO FEW	TOO MANY
ELEMENTARY GIFTED AND TALENTED	PERCENTAGE	71	10	18
MIDDLE GIFTED AND TALENTED	PERCENTAGE	64	8	29
SENIOR GIFTED AND TALENTED	PERCENTAGE	81	8	11
INTERNATIONAL STUDIES	PERCENTAGE	76	14	10

ELEMENTARY STUDENT ATTITUDES

ANALYSIS OF SURVEY DATA

Population Characteristics

The elementary school students who returned responses included 4,608 third, fourth and fifth graders. The questionnaire sought information in order to better describe the population. The characteristics of the population were:

Race	32%	(1475)	Black
	65%	(3011)	White
	1%	(60)	Asian
	1%	(58)	Other
Sex	50%	(2062)	Male
	50%	(2073)	Female
Grade Level	30%	(1411)	Third Grade
	32%	(1497)	Fourth Grade
	38%	(1676)	Fifth Grade
Magnet Status	72%	(2987)	Base
	28%	(1164)	Draw

General Assessment

The elementary magnet school students were asked four questions to try and assess their general opinions of the magnet programs. The elementary students strongly agreed (87%) that "This is a good school." Further, both base students and draw students tended to perceive their school as "good" with 86% of the base students and 90% of the draw students agreeing with the item. All the programs seemed to share the same relative status based on this item and this pattern remains the same regardless of whether the student was base or draw. The number of students who were designated as "draw" population is too insufficient to allow analysis. Therefore, these responses will not be analyzed for the remainder of this study. It is suspected that this will result in an error in the determination of the base and draw populations although many of the students who participate in the extended day activities are base students.

Students were also asked if school was "fun" this year. Again a high percentage (82%) thought it was "fun this year." All the programs were rated by students within a fifteen percentage point range for the base students and within an eleven point range for the draw students. While still rather positive about the program, the classical and extended day students were less likely to agree school is fun, and this is true regardless of whether the students were base or draw for the classical magnet program.

As a third measure of the elementary students' overall assessments of the magnet programs, the students were asked if school was "better this year than last year." Overall, the students largely agreed (78%). Again, however, while generally positive, classical and extended day programs tended to have the lowest percent agreeing with the item. Whether the students were base or draw seems to have made little difference.

The last measure of the students' overall assessment asked if they "would choose to come to this school rather than another school." Students (67%) tended to agree with this item, but somewhat less strongly than the other overall assessment items.

In summary, the multiple measures of the elementary students' overall assessments of their magnet schools revealed a generally positive portrait. A majority of students, regardless of program, base or draw, seemed to approve of their school and of the new program in place. The base extended day and the classical base and draw students tended to be the least positive. It may be that extended day base students see little change in the academic program and that classical students may view the school program as less innovative and more traditional and thus tend to be somewhat less enthusiastic.

Special Issues

The elementary students were asked about a number of special issues: their new subjects, the changing of classes, the school bus ride, and parent-student communication about school. The students (89%) agreed they liked their "new subjects." The percent agreeing was similar across programs and whether the students were base or draw. The question is not applicable to the classical or extended day students. These students may have possibly been responding to new initiatives at the school, but technically should be excluded from the analysis.

The students (82%) also liked "changing rooms for different classes." Again, the percent agreement was similar across programs and whether the students were base or draw. Again, this item is not relevant to the classical or extended day students.

Seventy percent of the elementary magnet program students responding to the survey rode the bus to school. The students were the least positive about this experience although 56% of the bus riders agreed with the statement, "I like to ride the school bus." This pattern was maintained regardless of the specific program and whether they were base or draw.

The last special issue concerned whether "my parents and I talk about school a lot." A majority agreed (67%). Again, what program the students were in and whether they were base or draw made little difference in their responses to this item. On special issues, the elementary students were again positive. They strongly like the new subjects and changing rooms, but were less enthusiastic about the bus ride. The students tend to talk to their parents about school a lot. Program type and whether the student is base or draw seems to have made little difference in their perceptions.

Analysis of Elementary Student Interviews

Elementary students were interviewed in five groups: extended day, international studies, classical, gifted and talented. The gifted and talented students were divided into two gifted and talented programs. These two categories were: students attending the five gifted and talented schools within the beltline and have a significant number of both base and draw students; and students attending the five gifted and talented programs outside the beltline (the "equity" programs.) The equity programs have very few "draw" students.

The extended day draw students said they liked the activities provided.

> "I like...you have different things each week, like one week you have cooking or science. The next week you have industrial arts or something like that. I like a lot of different things each week."

The students were concerned about the age mixing in the program and the disproportionate responsibilities placed on older students, the access to and effective use of regular school equipment, and the perceived over-structuring of the program. While the students liked their school and the extended day activities, they also saw the program as a trade-off. The students themselves would rather be home but as one student said he was in the program because "I have to." The students know that their parents work and have to arrange for their supervision, but even interesting activities did not make them view the program as more desireable than home. Rather it is a continuation of directed activity:

> "Like you go to a classroom right after snack or something like that. The teachers, they think that you have been not doing too much for half an hour, but things are tight in the schedule like one minute you are in one classroom and the next minute you are elsewhere."

The international studies students were generally positive about their experience: "I like it and I think it is a good school to go to." They liked changing classes and choosing electives:

"Last year we didn't switch any classes and I didn't learn that much last year."

"They teach more interesting stuff this year...We study other countries."

The international studies students were concerned about not getting electives of their choice, time on tasks, and supervision on the bus. Some exerpts from their statements reflect this:

"Sometimes when you pick your electives...and when everything you want is gone, they put you in ones you don't want."

"In some classes you just need more time."

"I think bus drivers should be able to control the kids more."

The classical gifted and talented program students were quite positive about their experiences. One classical studies student said:

"It's a good experience. Because there are a lot of good things that you didn't have last year."

The classical students expressed concern over the bus rides, facilities, and school discipline. They said:

"Well, I don't like that I have this long bus ride..."

"They never have enough supplies..."

"About the only thing I'd really like to change is that our discipline plan...I wish some other kids would obey it more."

"We have this little closet and on the ceiling, it leaks when it rains."

The gifted and talented students varied between the equity and regular gifted and talented programs. Both were quite positive:

> "It was fun and I made a lot of new friends. I learned a lot of things that I would not have learned." (regular program)
>
> "Last year, that was sort of boring. This year it's better. They are trying to get you to learn more." (equity program)

In the inner city gifted and talented schools have students who specially selected the program and thus are transported some distance. These students said of the bus ride:

> "Our bus is a little more crowded."

These students also saw more problems with student relations than was the case at the equity schools who have new friends and a student population to integrate.

Both regular and equity gifted and talented students were concerned about elective offerings. They said:

> "When you sign-up for electives they sound so good and they are not always good."

Students disagreed about whether they wanted additional time spent on basics or electives, but one student saw an integration of these alternatives:

> "I wish we had more basics in our electives."

In summary, the student interviews reveal that the elementary students are positive about the magnet programs. The possible exception to that pattern concerns the extended day student where even an interesting program cannot compete with the alternative of being at home. Concerns about length of bus ride, student behavior on buses and integration into a new student body were concerns primarily for those students who volunteered and were selected to attend the magnet. All students shared concerns over elective offerings and time spent in classes.

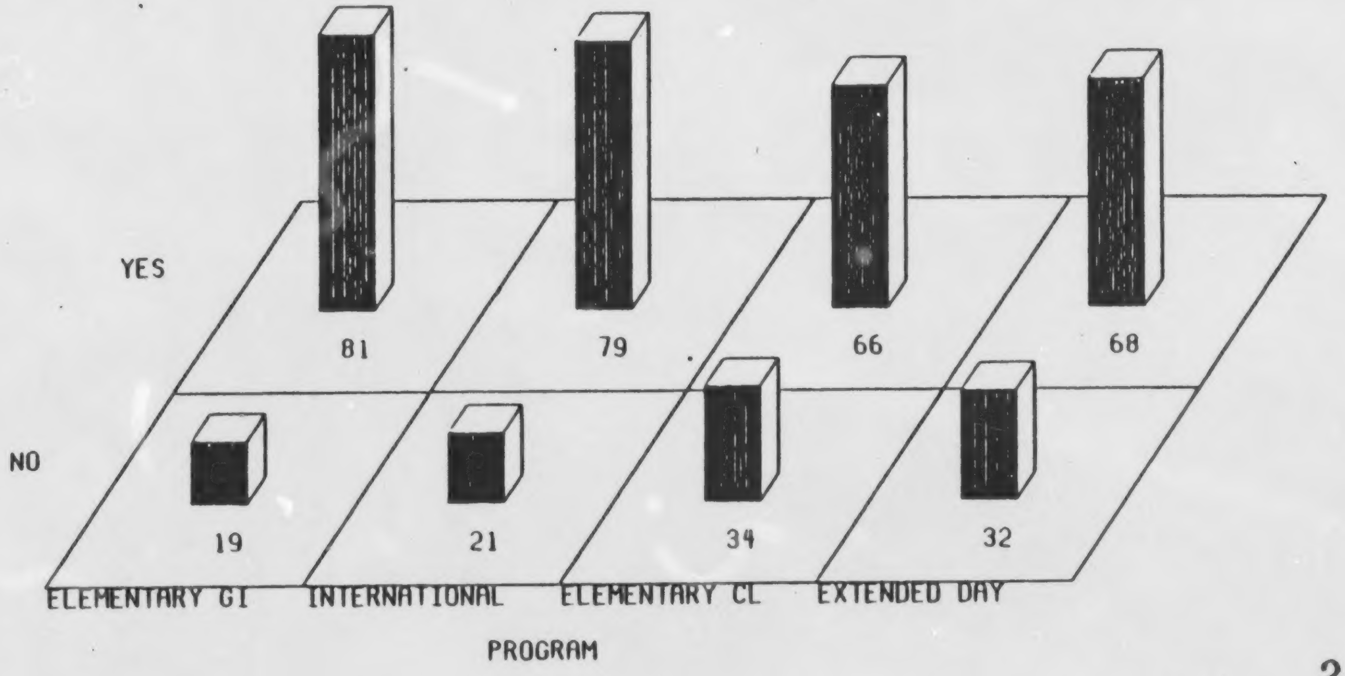
Summary of Elementary Student Attitudes

In both the survey and the interviews, students were the least positive about the extended day program, possibly because it competes with being at home and family. The survey found classical students less positive than did the interviews. This may be because classical students see their program as tranditional and thus less exciting even though they liked the experience. In general, though, the elementary students were positive regardless of program type.

Draw students were not discernably different from base students, except in the concerns with their unique problems of lengthy bus rides, student behavior on buses and integration into a new student population. Draw and base students seemed to share concerns over elective offerings and time spent in classes. Graphic descriptions of elementary student responses can be found on the following pages.

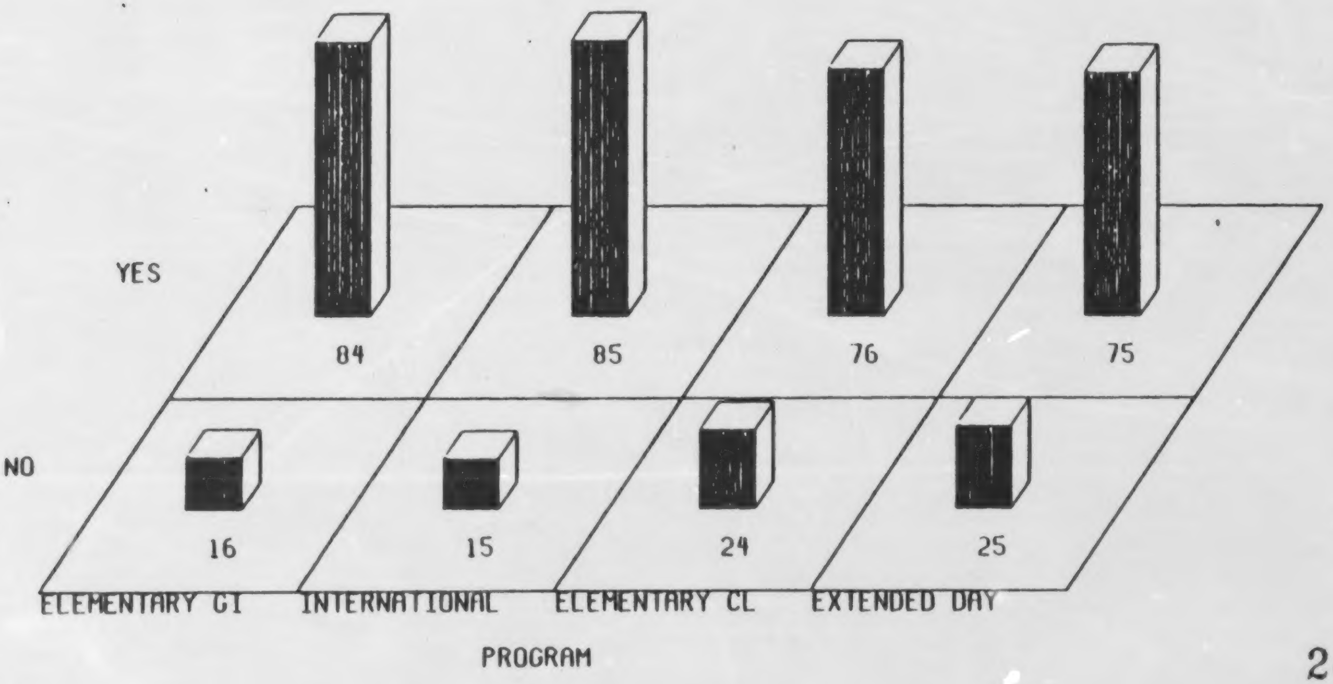
ANALYSIS OF ELEMENTARY SCHOOL SURVEY - BY PROGRAM TYPE

QUESTION #1 - I LIKE SCHOOL BETTER THIS YEAR THAN LAST YEAR



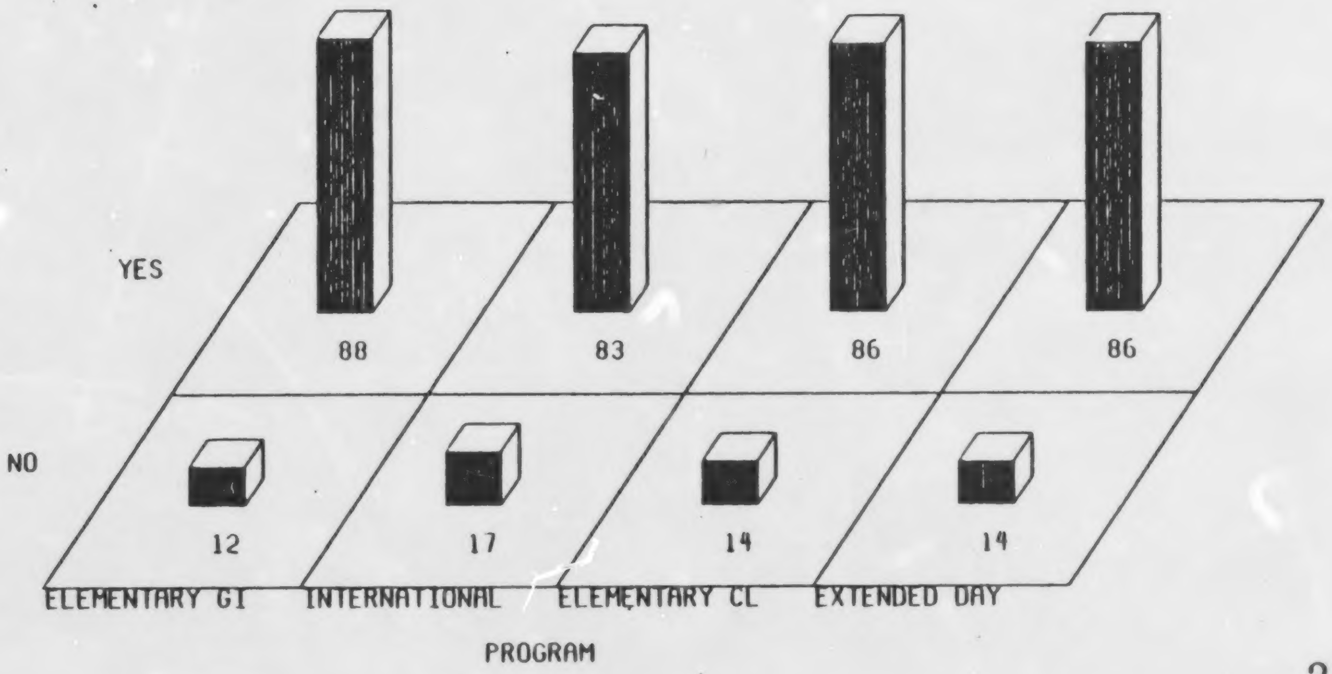
ANALYSIS OF ELEMENTARY SCHOOL SURVEY – BY PROGRAM TYPE

QUESTION #3 - SCHOOL IS FUN THIS YEAR



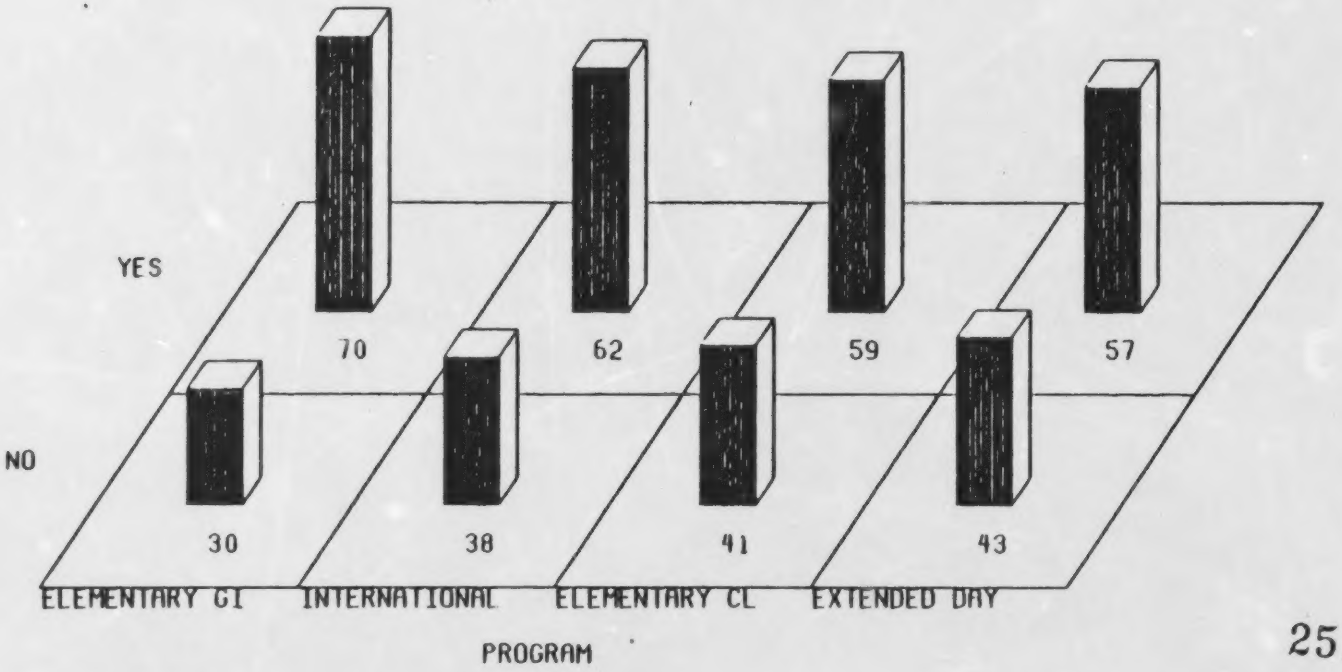
ANALYSIS OF ELEMENTARY SCHOOL SURVEY – BY PROGRAM TYPE

QUESTION #4 - THIS IS A GOOD SCHOOL



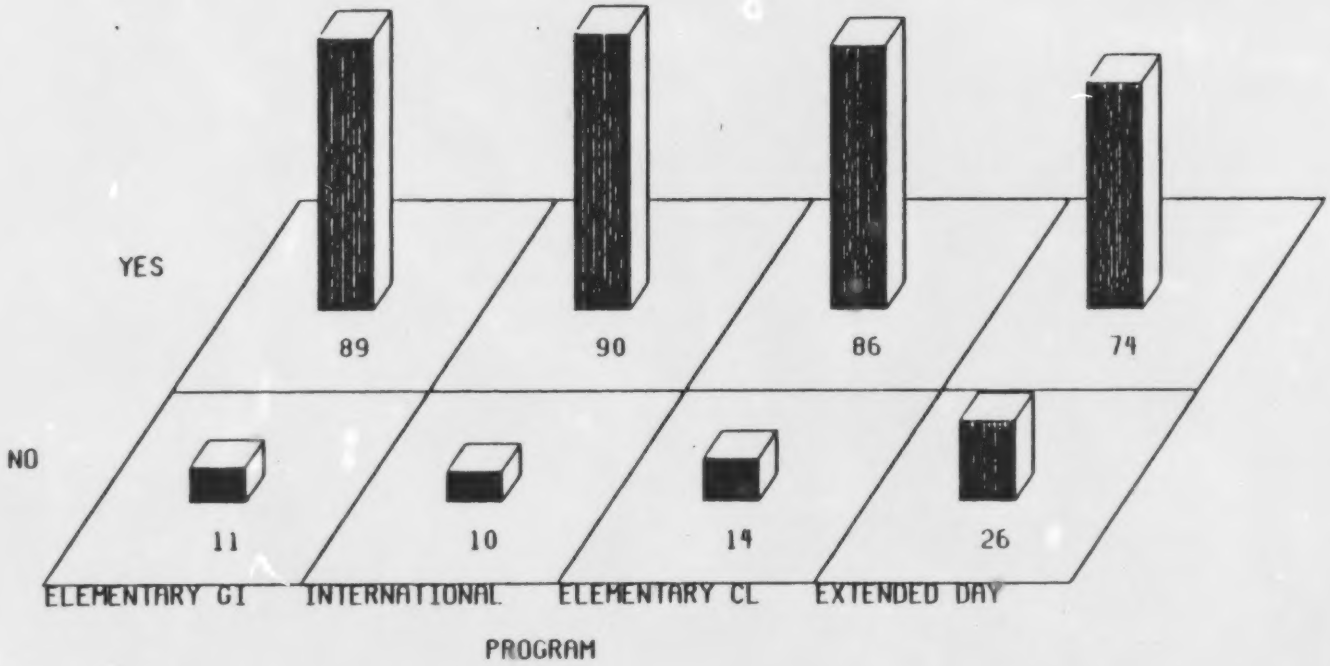
ANALYSIS OF ELEMENTARY SCHOOL SURVEY - BY PROGRAM TYP

QUESTION #8 - I WOULD CHOSE TO COME TO THIS SCHOOL INSTEAD OF ANOTHER



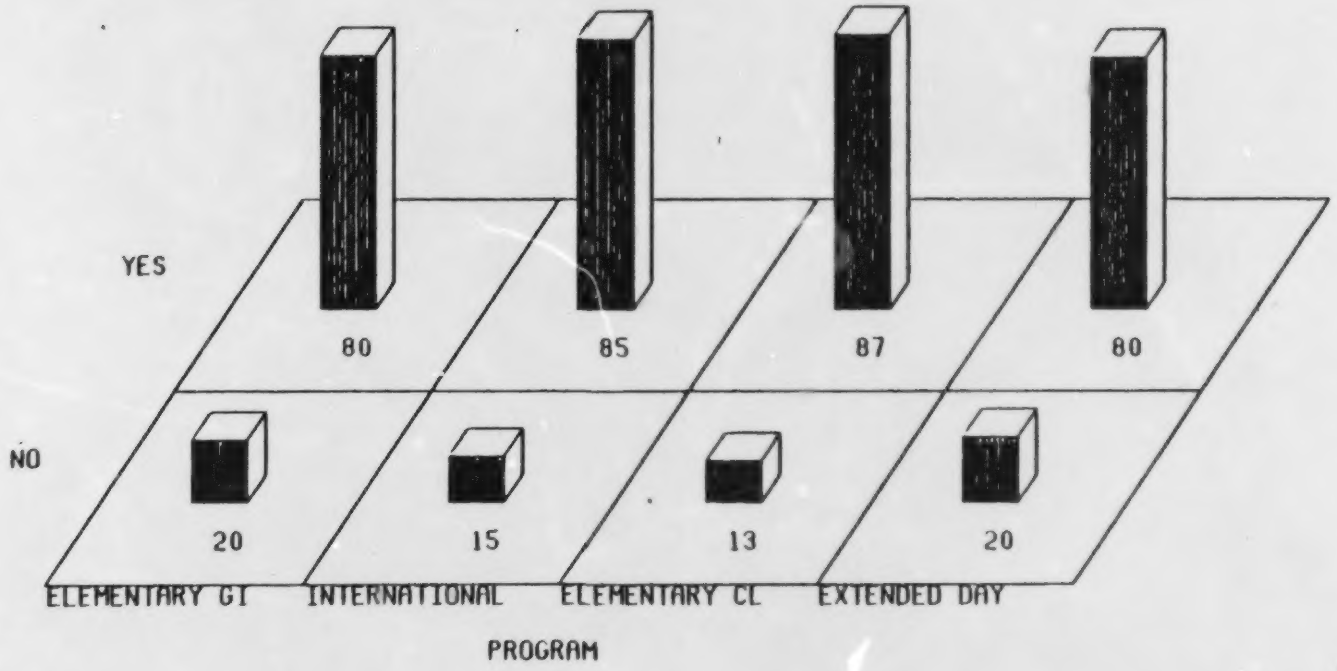
ANALYSIS OF ELEMENTARY SCHOOL SURVEY – BY PROGRAM TYPE

QUESTION #2 - I LIKE MY NEW SUBJECTS THIS YEAR



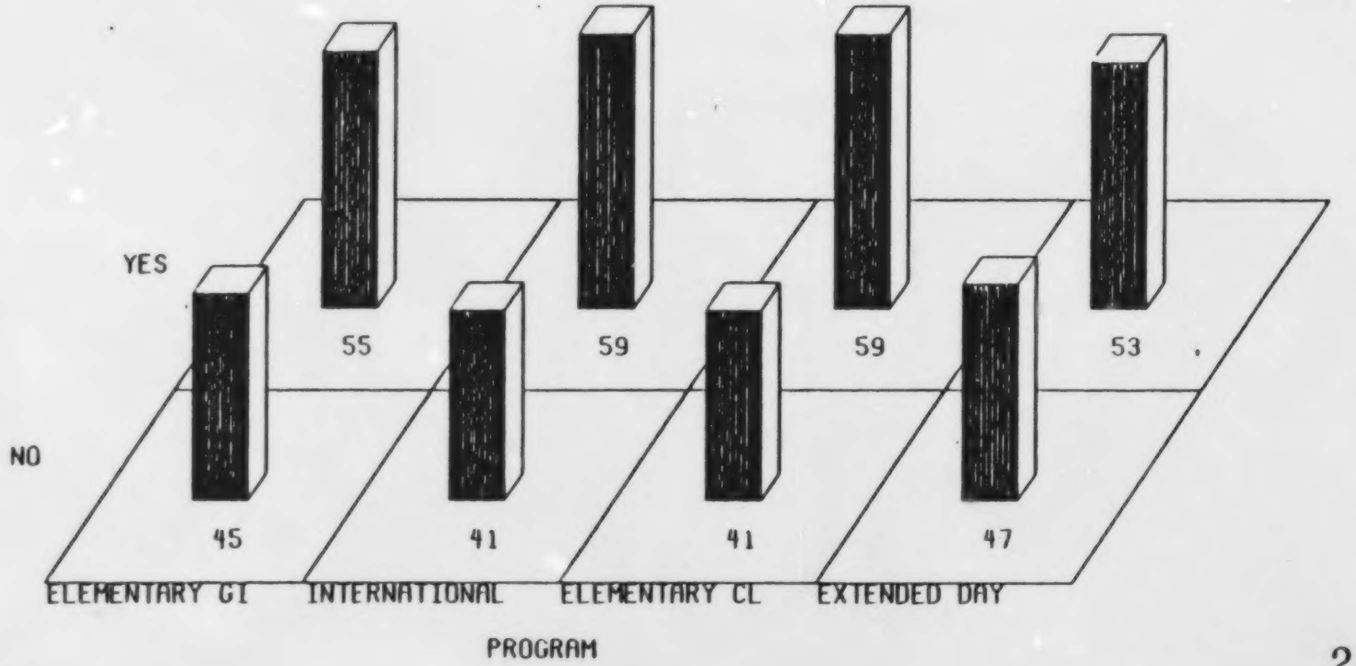
ANALYSIS OF ELEMENTARY SCHOOL SURVEY - BY PROGRAM TYPE

QUESTION #5 - I LIKE CHANGING ROOMS FOR DIFFERENT CLASSES



ANALYSIS OF ELEMENTARY SCHOOL SURVEY - BY PROGRAM TYPE

QUESTION #7 - I LIKE TO RIDE THE SCHOOL BUS



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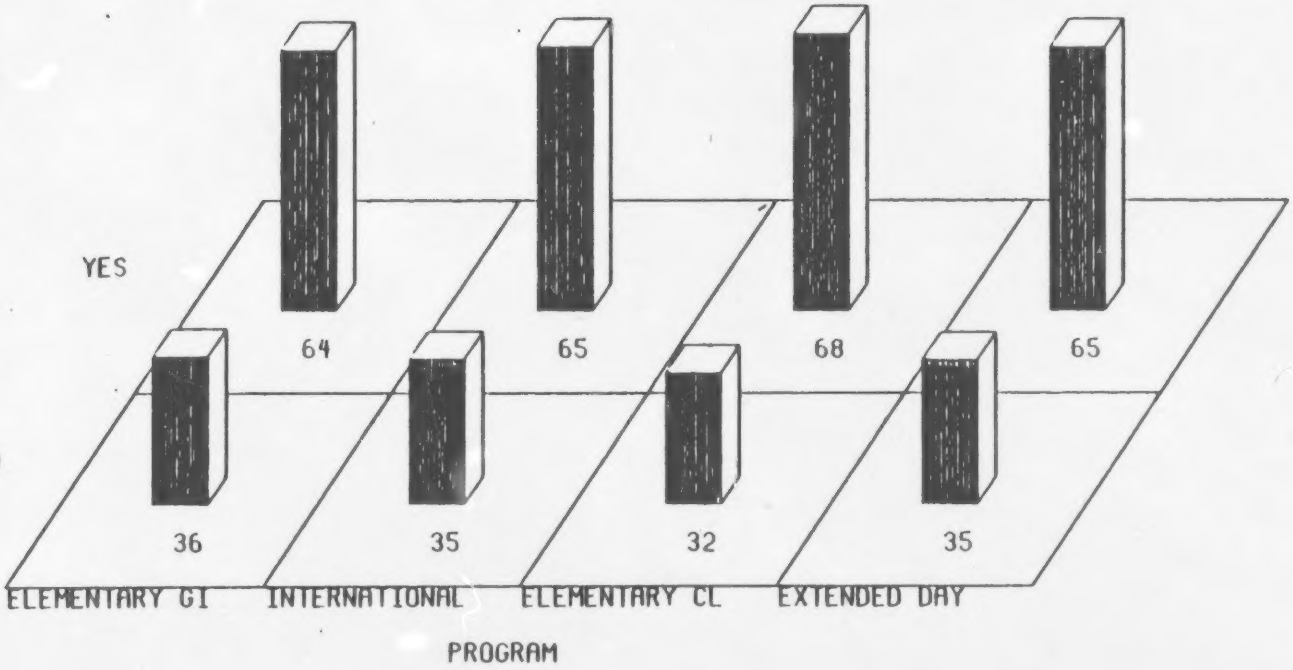
ANALYSIS OF ELEMENTARY SCHOOL SURVEY - BY PROGRAM TYPE

QUESTION #9 - MY PARENTS AND I TALK ABOUT SCHOOL A LOT



SECONDARY STUDENT ATTITUDES

ANALYSIS OF SURVEY DATA

Population Characteristics

The population of secondary school students returning questionnaires included 4,844 sixth, seventh, eighth, ninth, and eleventh grade students. The characteristics of the population were as follows:

Race	33%	(1568)	Black
	65%	(3147)	White
	10%	(59)	Asian
	1%	(36)	Other
Sex	52%	(2505)	Male
	48%	(2305)	Female
Grade Level	33%	(1591)	Sixth Grade
	27%	(1291)	Seventh Grade
	22%	(1084)	Eight Grade
	11%	(553)	Ninth Grade
	7%	(318)	Eleventh Grade

General Assessment

The population of secondary magnet students were asked two questions to try and determine their general assessment of the magnet program. The first question asked whether students liked school better this year than last. Overall, students tended to like school better this year (63%). There were some differences, however, between program type and whether students were base or draw. Among base middle gifted and talented program students, 67% liked school better. The approval rating increased slightly among draw middle gifted and talented program students to 70%. A greater difference was found in the senior gifted and talented program in which 61% of the base students and 77% of the draw students indicated liking school better this year. The middle classical students were the least enthusiastic, and were essentially equivocal in their assessment of school this year over last.

When asked "If I could start this year over, I would choose to come to this school rather than another", the response within all program types was positive (69% overall). Again, there were differences between program type and base or draw. Within base middle gifted and talented program students (65%) indicated a willingness to stay in the same school. Among draw middle gifted and talented program students the percentage indicating willingness to stay in the same school increased to 75%. Among senior gifted and talented program, a similar pattern was evident with 70% of the base students and 89% of the draw students agreeing with the statement. Again middle classical students were less likely to indicate willingness to repeat the experience with less dramatic differences between base and draw. Fifty-four percent of the base middle classical students and 62% of the draw middle classical students agreed with the statement.

In summary the overall assessment of the magnet program is positive. With the exception of base middle classical students equivocal response to the item, "I like school better," most students responded positively to the questionnaire items. The middle classical students were consistently the least enthusiastic.

Special Issues

The secondary students were asked about a number of special issues. Could they schedule desired elective subjects and did they like--their electives, the classroom period, and the school bus?

Middle and senior gifted and talented program students regardless of base or draw, indicated general ability to schedule the electives desired (77%) and 80%, respectively. The middle classical program students seemed to have more of a problem with 51% of base and 54% of draw reporting that they were able to schedule desired electives.

Middle and senior gifted and talented program students generally liked the elective subjects and draw students reported slight but consistent relative "liking" of elective subjects. For senior gifted and talented programs the positive rating reached 91% for draw students, compared to 84% for base. For draw middle gifted and talented program students the positive rating reached 86% compared to 70% among base students. In the middle classical program the positive rating was 74% for draw students, 68% for base.

Middle classical students, regardless of whether they were base (88%) or draw (87%), were more likely to consider class periods long enough than were middle and senior gifted and talented program students. While senior gifted and talented draw students were less likely to consider class periods long enough (70%) than their corresponding base students (82%), middle gifted and talented base (80%) and draw (81%) were similar in agreeing class periods were long enough.

All the secondary school respondents reported riding the bus. While a majority of students agreed bus transportation was satisfactory there were only slight differences between programs and between base and draw. Middle gifted and talented base (68%) and draw (67%) were similar in their view of bus transportation but their rating was lower than both senior gifted and talented program and middle classical program students. Senior gifted and talented program base students (80%) were slightly more likely to respond positively than were draw students (75%). Middle classical program draw students (83%) were slightly more likely to be satisfied than were base students (76%).

In summary, with regard to the special issues, the secondary school students were generally positive. Within all programs most students liked their elective subjects, although only about half of the middle classical students reported ability to schedule electives desired. There was general agreement among students that class periods were long enough, although senior gifted and talented draw students exhibited lower rates of agreement. Bus transportation was considered by most students to be satisfactory. Middle gifted and talented students were less positive on this item, however, than students in other programs.

Analysis of Secondary Student Interviews

The secondary students were interviewed in three groups representing the middle classical, middle gifted and talented, and senior gifted and talented programs, respectively. In general, the students were supportive of all three programs. The students from the senior gifted and talented program said:

> "Fantastic."
>
> "I enjoyed it. I liked it a whole lot. I think it gave me a chance to meet a lot of people that were interested in the things that I was. You get to work with them throughout the year. I took the courses I liked."

The senior students, although quite positive, did express some concerns about insufficient time between classes, the bus ride, elective offerings and materials and equipment. They said:

"The time between classes should be longer."

"...very long bus ride..."

"At the beginning of the year, we did not have any equipment."

"They gave you a thick guide then they came back and it had only two sheets of paper on it. I mean, half the stuff was not there which was offered. This was after you had filled out your schedule and taken it home so your parents could see what you wanted to take."

The middle gifted and talented students refrained from making over assessments, yet had many positive remarks, and said they "liked it." Some of the positive comments were:

"You get more classes, you get more electives. I mean you get more chances to see what you want to do."

"I like the teachers better because they don't drill as much."

"This year you have more responsibility."

The middle gifted and talented students expressed concerns with various aspects of bus transportation (duration, overcrowding, conditions), and adequacy of existing facilities. They said:

"Our bus, like five people have to stand up."

"We have only fifteen people on our bus."

"Make the activity bus go where you live."

"The ride takes so long."

"The heat needs to be fixed."

"The school has a real small cafeteria."

"We need an exterminator."

"I had to sign up for electives, my whole class got something but me."

The middle classical students generally liked their schools, and specifically liked the electives new this year. They said:

"I think it's nice because we learn more about subjects than we did last year, because we get deeper involved with them."

"They know how to teach."

"I like the electives and interest courses."

"I think it's nice to have electives that we can base our future on, so we can be more skillful in what we do."

However, their overall assessments were more tempered. It may be that the classical program seems more serious about their mission:

"Learned a lot of social studies."

"Experiences were interesting and I learned a lot."

"Some classes were fun. Some weren't."

The concerns students expressed seemed to be consistent with their perception of the school. They said:

"I don't like some of the people, most of the rules."

"I don't like the discipline plan because I think it's too strict. Just for a little thing, you have to be punished. In a way I do understand, the rules do calm the students down."

"We don't get a lot of time between classes."

"I don't think the classes are long enough..."

"It's like this, some of the teachers are too strict and others are just not strict enough."

"I didn't get a lot of choice...I would've liked some choice."

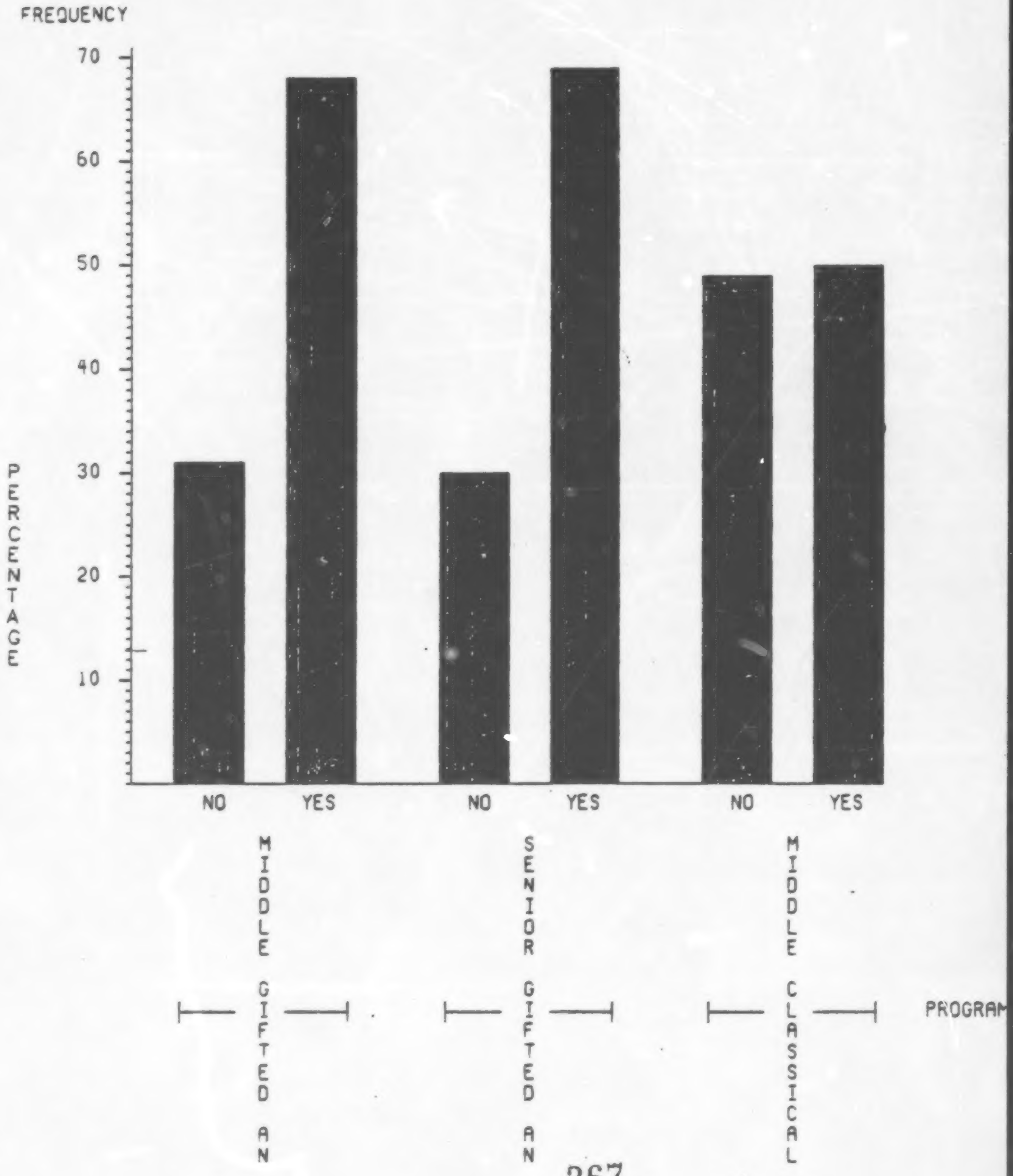
In summary, the secondary students were generally positive about their experiences with the magnet programs. The middle school student seems to be less enthusiastic than the senior high students. In the senior and middle gifted and talented programs, students express concerns with various aspects of bus transportation, and the adequacy of facilities and equipment. Students in all the programs had concerns about elective offerings. The middle classical students like the school and especially the electives, but temper their enthusiasm by viewing the school as being a strict, serious program.

Summary of Secondary Student Attitudes

The secondary students indicated in both the surveys and interviews that they were generally positive about their experiences in school and with the magnet program. The senior high gifted and talented students were quite enthusiastic about their program. The middle gifted and talented students were less positive, while the middle classical students were least positive. It may be that the strict and serious image of the classical magnet dampers some student enthusiasm, but note that electives are popular. Draw students were not discernibly different from base students, except in the concerns with their unique problems of lengthy bus rides. Graphic descriptions of secondary student responses are found on the following pages.

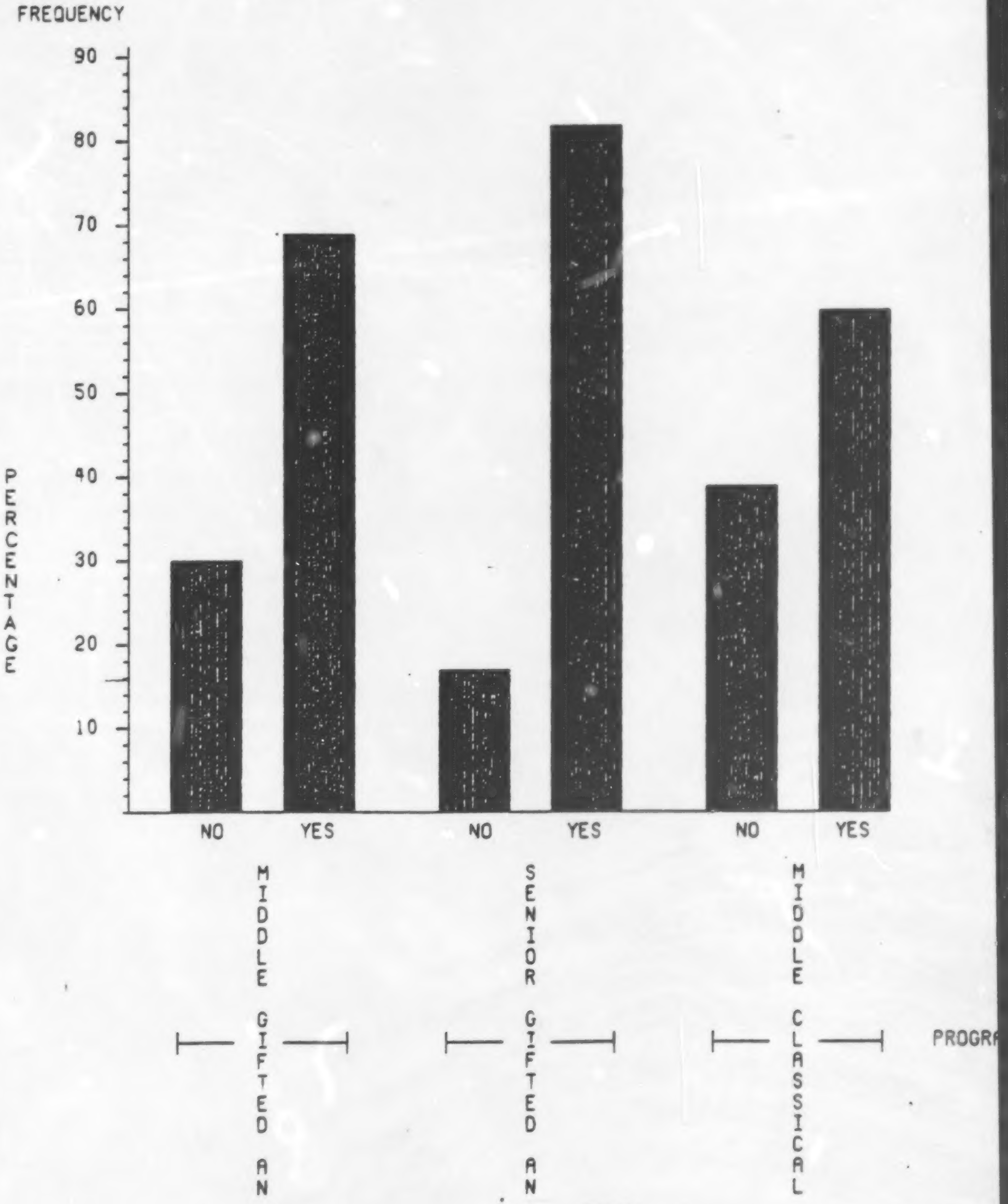
ANALYSIS OF SECONDARY SCHOOL SURVEY - BY PROGRAM

QUESTION #2 - I LIKE SCHOOL BETTER THIS YEAR THAN LAST



ANALYSIS OF SECONDARY SCHOOL SURVEY - BY PROGRAM

QUESTION #8 - I WOULD CHOSE TO COME TO THIS SCHOOL INSTEAD OF ANOTHER



ANALYSIS OF ATTITUDES OF SECONDARY STUDENTS BY BASE AND DRAW
QUESTION #2 - I LIKE SCHOOL BETTER THIS YEAR THAN LAST YEAR

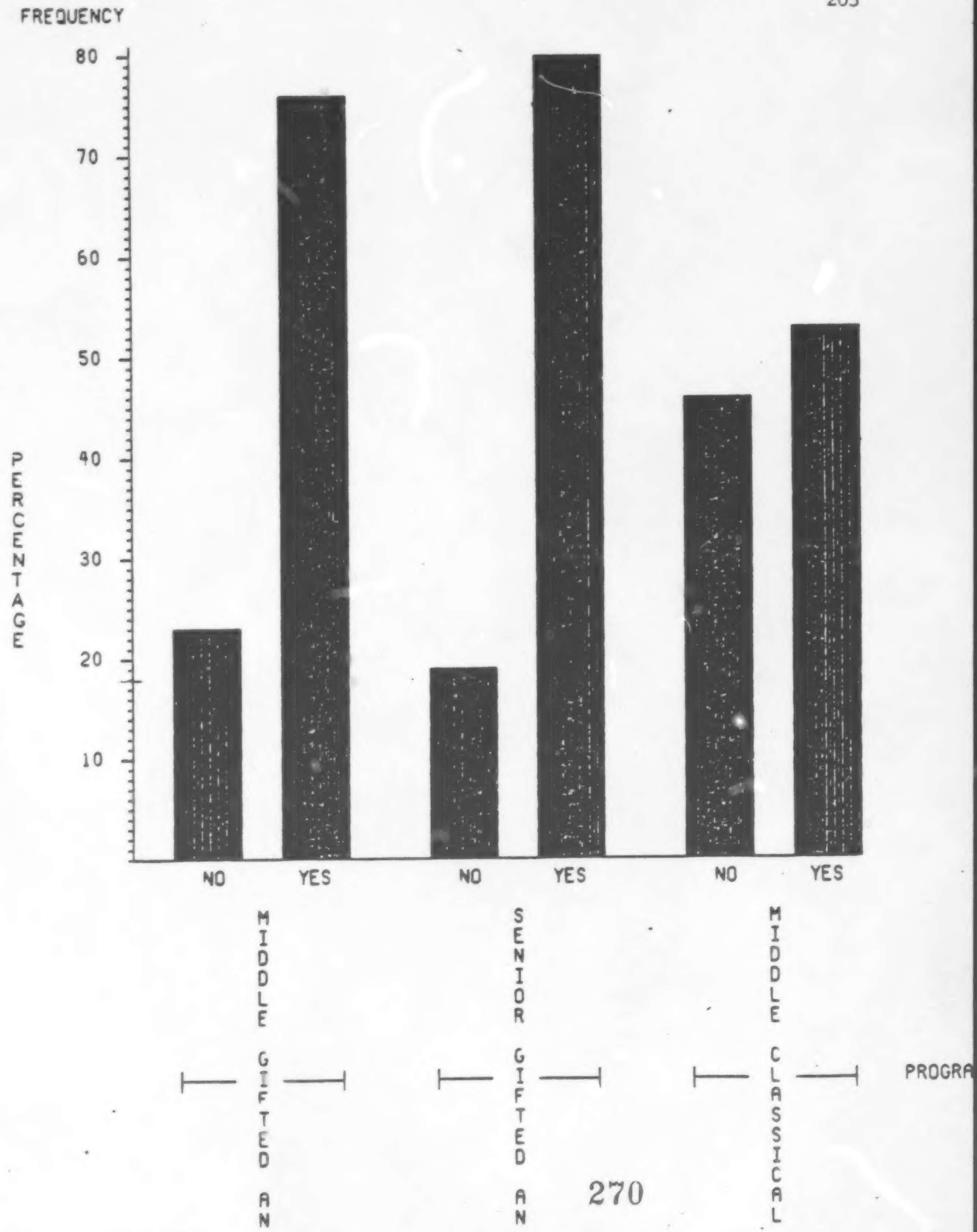
MAGNET TYPE	STATISTIC	YES	NO
MIDDLE GIFTED AND TALENTED BASE	# OF STUDENTS	765	389
	PERCENTAGE	66	34
DRAW	# OF STUDENTS	752	313
	PERCENTAGE	71	29
SENIOR GIFTED AND TALENTED BASE	# OF STUDENTS	265	158
	PERCENTAGE	63	37
DRAW	# OF STUDENTS	319	94
	PERCENTAGE	77	23
MIDDLE CLASSICAL STUDIES	# OF STUDENTS	466	504
	PERCENTAGE	48	52
DRAW	# OF STUDENTS	339	275
	PERCENTAGE	55	45
ALL PROGRAMS COMBINED	# OF STUDENTS	2906	1733
	PERCENTAGE	63	37

QUESTION #8 - I WOULD CHOSE TO COME TO THIS SCHOOL INSTEAD OF ANOTHER

MAGNET TYPE	STATISTIC	YES	NO
MIDDLE GIFTED AND TALENTED BASE	# OF STUDENTS	743	401
	PERCENTAGE	65	35
DRAW	# OF STUDENTS	796	265
	PERCENTAGE	75	25
SENIOR GIFTED AND TALENTED BASE	# OF STUDENTS	313	104
	PERCENTAGE	75	25
DRAW	# OF STUDENTS	370	43
	PERCENTAGE	90	10
MIDDLE CLASSICAL STUDIES BASE	# OF STUDENTS	556	398
	PERCENTAGE	58	42
DRAW	# OF STUDENTS	386	218
	PERCENTAGE	64	36
ALL PROGRAMS COMBINED	# OF STUDENTS	3164	1429
	PERCENTAGE	69	31

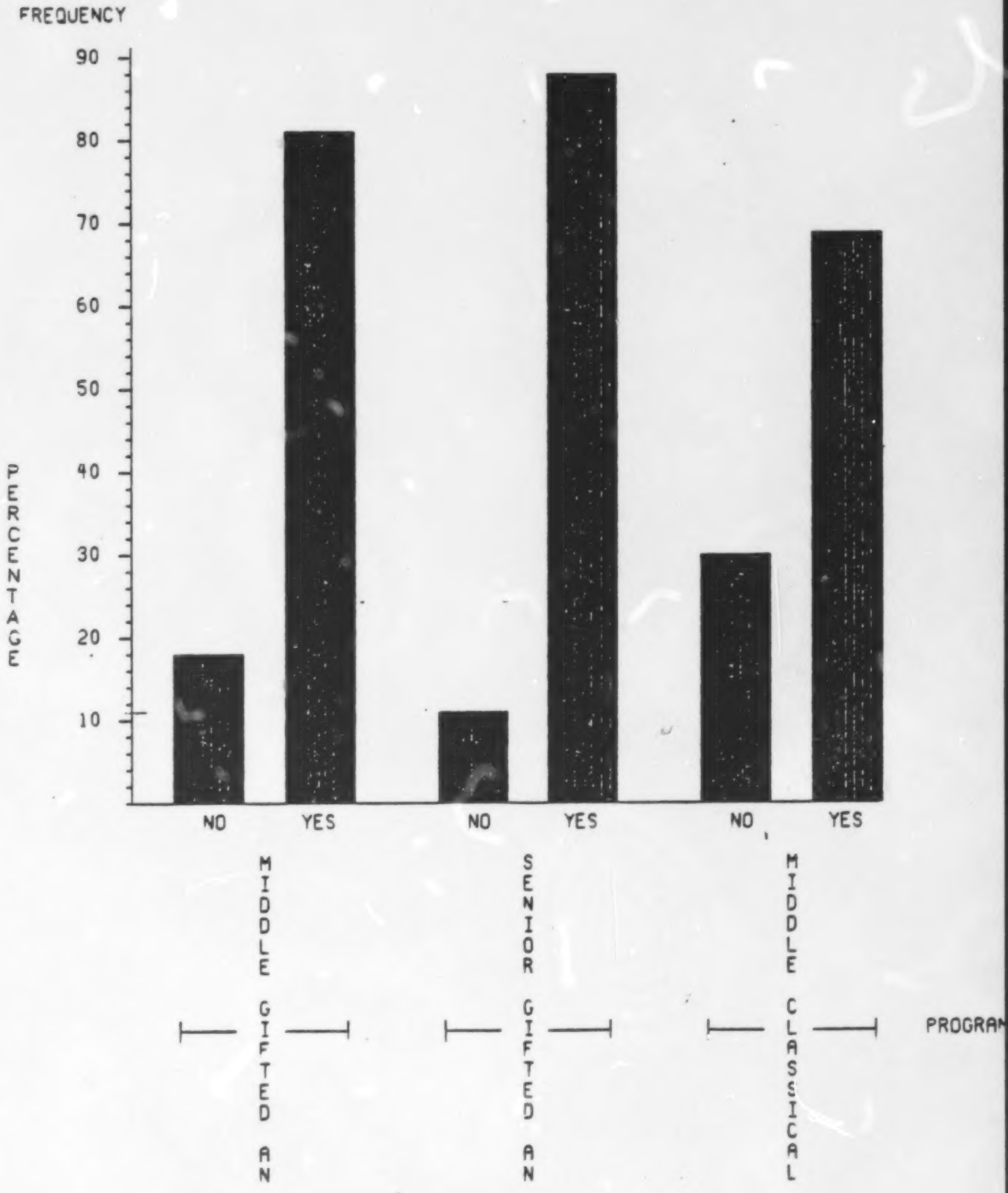
ANALYSIS OF SECONDARY SCHOOL SURVEY - BY PROGRAM

QUESTION #3 - I WAS ABLE TO SCHEDULE MOST OF THE DESIRED ELECTIVES

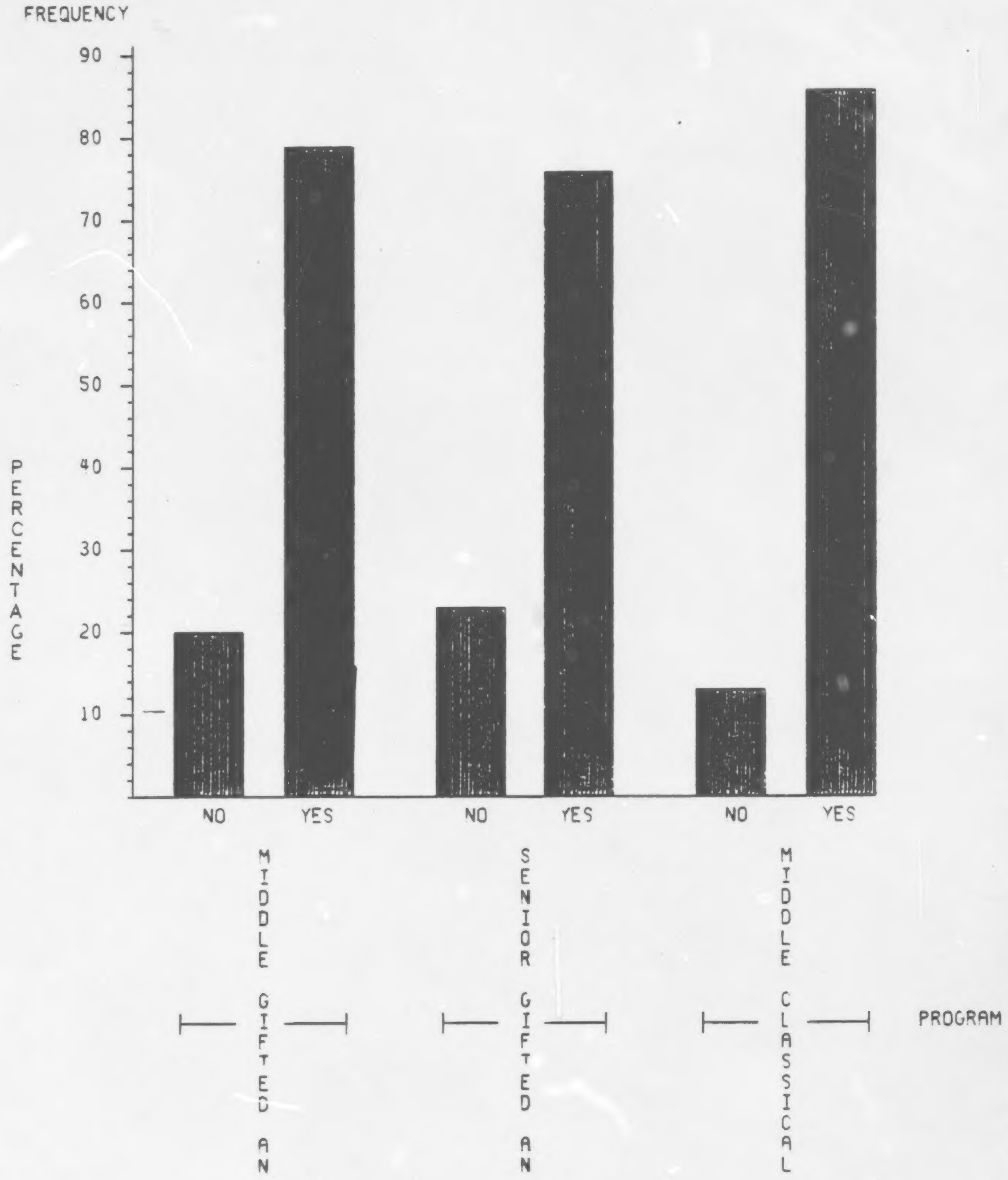


ANALYSIS OF SECONDARY SCHOOL SURVEY - BY PROGRAM

QUESTION #4 - I LIKE THE ELECTIVE SUBJECTS 204

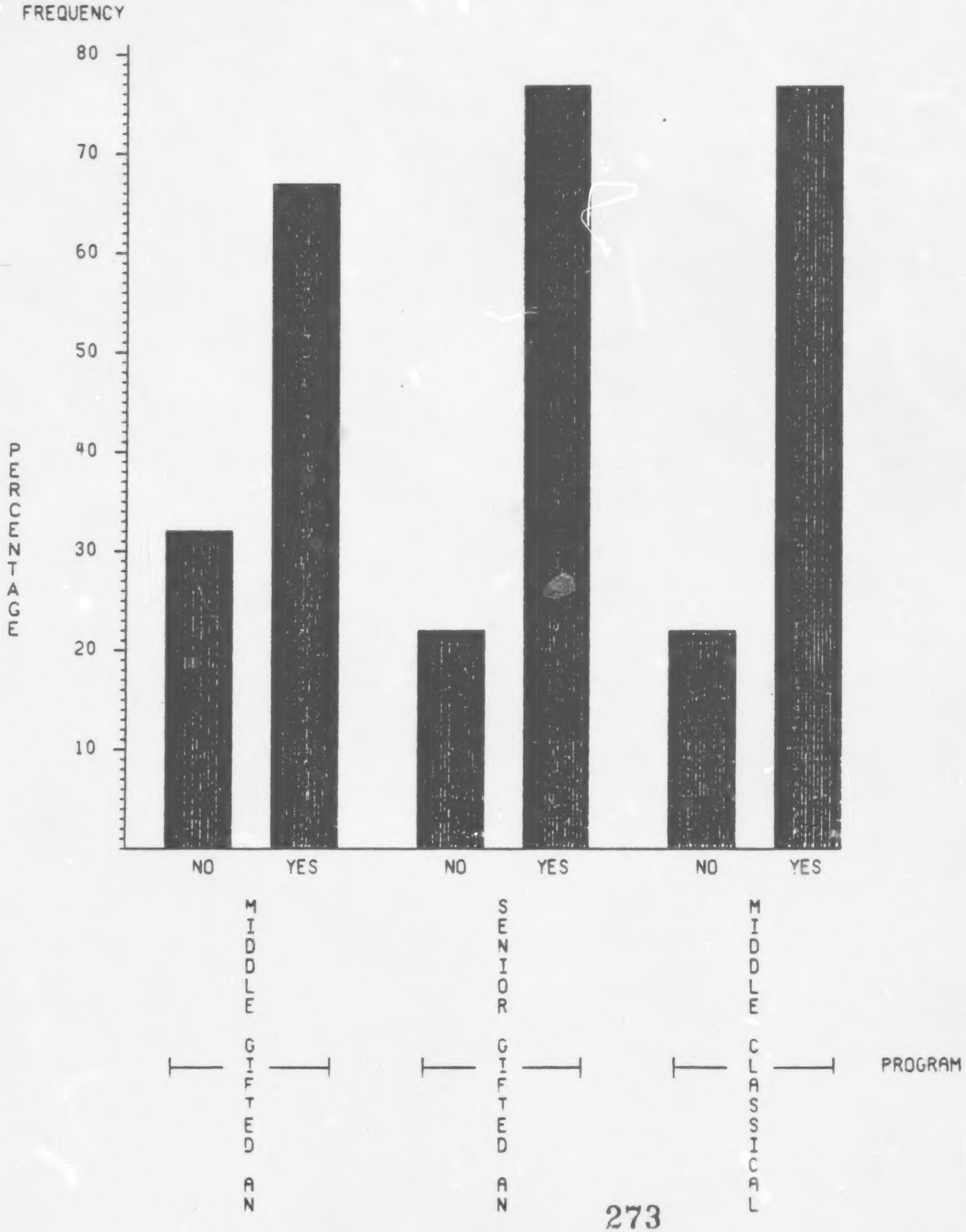


ANALYSIS OF SECONDARY SCHOOL SURVEY - BY PROGRAM TYPE


QUESTION #5 - CLASS PERIODS ARE LONG ENOUGH

ANALYSIS OF SECONDARY SCHOOL SURVEY - BY PROGRAM TYPE

QUESTION #7 - BUS TRANSPORTATION IS SATISFACTORY



ANALYSIS OF ATTITUDES OF SECONDARY STUDENTS BY BASE AND DRAW
QUESTION #3 ABLE TO SCHEDULE MOST OF DESIRED ELECTIVES

MAGNET TYPE	STATISTIC	YES	NO
MIDDLE GIFTED AND TALENTED BASE	# OF STUDENTS	888	278
	PERCENTAGE	76	24
DRAW	# OF STUDENTS	825	257
	PERCENTAGE	76	24
SENIOR GIFTED AND TALENTED BASE	# OF STUDENTS	353	80
	PERCENTAGE	82	18
DRAW	# OF STUDENTS	334	86
	PERCENTAGE	80	20
MIDDLE CLASSICAL STUDIES BASE	# OF STUDENTS	475	437
	PERCENTAGE	52	48
DRAW	# OF STUDENTS	320	252
	PERCENTAGE	56	44
ALL PROGRAMS COMBINED	# OF STUDENTS	3195	1390
	PERCENTAGE	56	44

QUESTION #4 - I LIKE THE ELECTIVE SUBJECTS I AM TAKING

MAGNET TYPE	STATISTIC	YES	NO
MIDDLE GIFTED AND TALENTED BASE	# OF STUDENTS	874	245
	PERCENTAGE	78	22
DRAW	# OF STUDENTS	898	145
	PERCENTAGE	86	14
SENIOR GIFTED AND TALENTED BASE	# OF STUDENTS	369	56
	PERCENTAGE	87	13
DRAW	# OF STUDENTS	374	43
	PERCENTAGE	90	10
MIDDLE CLASSICAL STUDIES BASE	# OF STUDENTS	590	288
	PERCENTAGE	67	33
DRAW	# OF STUDENTS	400	156
	PERCENTAGE	72	28
ALL PROGRAMS COMBINED	# OF STUDENTS	3505	934
	PERCENTAGE	79	21

ANALYSIS OF ATTITUDES OF SECONDARY STUDENTS BY BASE AND DRAW

QUESTION #5 - CLASS PERIODS ARE LONG ENOUGH

MAGNET TYPE	STATISTIC	YES	NO
MIDDLE GIFTED AND TALENTED BASE	# OF STUDENTS	914	242
	PERCENTAGE	79	21
DRAW	# OF STUDENTS	860	217
	PERCENTAGE	80	20
SENIOR GIFTED AND TALENTED BASE	# OF STUDENTS	351	81
	PERCENTAGE	81	19
DRAW	# OF STUDENTS	298	117
	PERCENTAGE	72	28
MIDDLE CLASSICAL BASE	# OF STUDENTS	843	135
	PERCENTAGE	86	14
DRAW	# OF STUDENTS	540	77
	PERCENTAGE	83	12
ALL PROGRAMS COMBINED	# OF STUDENTS	3806	869
	PERCENTAGE	81	19

QUESTION #7 - BUS TRANSPORTATION IS SATISFACTORY

MAGNET TYPE	STATISTIC	YES	NO
MIDDLE GIFTED AND TALENTED BASE	# OF STUDENTS	618	298
	PERCENTAGE	67	33
DRAW	# OF STUDENTS	621	610
	PERCENTAGE	67	33
SENIOR GIFTED AND TALENTED BASE	# OF STUDENTS	174	42
	PERCENTAGE	81	19
DRAW	# OF STUDENTS	250	82
	PERCENTAGE	75	25
MIDDLE CLASSICAL BASE	# OF STUDENTS	501	168
	PERCENTAGE	75	25
DRAW	# OF STUDENTS	402	85
	PERCENTAGE	83	17
ALL PROGRAMS COMBINED	# OF STUDENTS	2566	985
	PERCENTAGE	72	28